

COLLEGE PROJECTS FOR AIDING STUDENTS

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FOREWORD

The depression of the past few years led colleges and universities to seek new ways in which to assist their financially needy students. They created new types of employment, or turned over to students some of the work previously performed by institutional employees, or provided inexpensive housing so that students could live cooperatively and thus reduce this item of their college expenses.

Believing that information regarding the ways in which some institutions were handling the problem of caring for their financially needy students would be welcomed by other institutions facing the same problem, the Office of Education, in January 1937, requested all colleges and universities to send it descriptions of the projects they had devised, in order that it might compile a summary of them to send to institutions throughout the country. The responses to this request indicated a very cooperative spirit on the part of the institutions, but many of the projects they described did not differ materially from those commonly employed to help needy students. A few of them, however, were of such nature as to merit publication, and from these have been selected some of the largest and some of the most unusual for description in the following pages.

Bess Goodykoontz,
Assistant Commissioner.

COLLEGE PROJECTS FOR AIDING STUDENTS

The recent depression, affecting not only students who would normally be in the self-help class but thousands of others who under more stable economic conditions would need no financial help beyond what they could secure from home, brought prominently to the attention of university and college administrators the need of finding ways in addition to those commonly employed of assisting the ever-increasing number of students who must earn in order to go to college. The advancing standards for employees in business, industry, and the professions, as well as the scarcity of work open to inexperienced and untrained young people were factors contributing to greatly increased college enrollments.

Many of the students desiring admission but without funds were promising college material. They showed by academic records already established their ability to do college work and in many cases potentialities for leadership. The State-supported institutions particularly were called upon to deal with this problem. Vast numbers of students, many from rural districts where economic stringency was acute, having completed courses in approved high schools, were entitled to go on to the State college or university and were asking for help to enable them to do so.

The higher institutions were casting around for means to help these needy students. There appeared to be two ways by which this could be done—by giving students a chance to work and by reducing the cost of student living. The result was that various new ways of using student labor unthought of before were inaugurated, some of which have proved so beneficial to both students and institutions that they will be continued as permanent features of the self-help programs. Cooperative housing to reduce living costs was introduced in some institutions on a large scale. Adopted as a depression measure, this method of student living will probably increase, particularly among publicly supported institutions, where the housing situation has always been a problem.

But because of changing conditions, these money-earning projects have increasing educational significance as well as economic significance. How to enable the poor boy or girl to attend college has always been a problem, but two trends are now converging which intensify its seriousness. First, with the increasing proportion of young people entering, the college group becomes more nearly a cross-section of the population. This means that more of the students are without the necessary cash for their college expenses. It means, furthermore, that in a constantly increasing percent, college students will go into many of the nonprofessional walks of life. Many of them will work with things as well as with ideas. Second, college expenses tend to rise.

College fees are increasing and the jobs available in college communities for students are probably fewer than formerly in proportion to the numbers of students in need of them. Thus, the difficulty of self-support is greater than it used to be for college students.

Along with these two trends, two other facts bear upon the situation. First, studies reveal clearly the fact that native ability is no respecter of economic status. Many very capable young people lack funds with which to go to college. Second, the value of real money-earning labor as a part of education is becoming more generally recognized. To work at ordinary tasks has a very wholesome democratizing effect upon many young people. Furthermore, to a great many, intellectual growth takes place quite largely in terms of the things with which one works with his hands. Actual experiences are the basis of learning rather than facts and precepts recorded in books. To this group work experience is a very essential part of education.

It seems clear, therefore, that the place of money earning by students while in college must assume increasing importance as time goes on. What the colleges were forced to do during the depression may prove to be the beginning of permanent practices in the colleges. Furthermore, the work programs which colleges have been compelled to organize in the less favored economic areas may prove to be advantageous for students without regard to their economic status.

Anything that enriches the work experience of college students is socially important. Life today lacks so completely the chance for young people to have contacts with actualities that frequently young people reach the age of adolescence with only the vaguest understanding of the kinds of activities which enter into the workaday world around them. If college students are to become the leaders in a democratic society, they must not only have an intellectual understanding of the work done in the world but they must also have an emotional relationship to it which gives them a sympathy for the men and women engaged in all of the various work activities which society requires.

Of even greater importance is the need on the part of college students for opportunities to give expression to their normal impulses to carry on useful work. Initiative is hard to keep alive when there is no chance to exercise it. Opportunities to carry out money-earning projects of genuine worth, supplementing the intellectual development fostered by their academic work, may prove to be very valuable to students in the development of forceful character.

The compilation, therefore, of the projects to aid financially needy college students which are reported in this bulletin was not prompted wholly by the desire to smooth the paths of needy students. To be sure, that is an important purpose back of the publication. An equally fundamental reason, however, for the publication is to stimulate the thinking of college officers, college faculties, and college

students with respect to the educational significance of money earning by college students. To reach the age of 22 without ever having earned a dollar may be a serious educational handicap to a large proportion of college students. This may be true quite as much of those who have plenty of money as of those who have not. It is possible that what the colleges do to make jobs available to needy college students would have educational value also for other college students if the projects were set up to make the work opportunities available to all.

There are many social questions which must be considered when contemplating such a development in the colleges. Among these none is more important than the relation of the college work program to organized labor and to wage scales. Standards of wages and of hours of labor must not be lowered except where the differential is made up by the clearly educational value derived by the student from the work performed. It must be remembered, however, that organized labor has always been friendly to the use of work experiences in education. Apprenticeship practices clearly demonstrate this. The cooperation between industry and schools in providing part-time work and part-time education shows that employers are also sympathetic with work experiences as a part of education. It is believed, therefore, that there need be no fundamental conflict between the policies of organized labor and money-earning programs in colleges so long as colleges devise programs of real work for the combined purpose of affording the necessary earning opportunities and of giving to young people those work experiences which are essential to their all-round education.

In the belief that there might be in the plans of some colleges and universities suggestions of interest to others, the Office of Education sought to obtain, through a questionnaire sent to all institutions of higher learning, information regarding any projects devised either by them or by their students to create money-earning opportunities or to reduce the cost of living, so that it might be made available through publication in a bulletin. Although the replies indicated that practically every institution offered aid of some sort, which had been intensified as a result of the depression, they showed, for the most part, that few really new plans have been developed. There are, however, some schemes devised both by the colleges and by their students that are unusual. Some of them have operated with great satisfaction to colleges and students alike. They have involved employment of economic and educational value. The experience of one large university in the East in putting into operation an enlarged student employment service leads the director of the bureau of appointments to say:

Intelligent and often highly skilled service can . . . be obtained with more than merely benefit to the student needing work and, withal, at a saving in administrative expenditure:

There are other plans which, while they involve no basically new enterprises, have been so thoroughly worked out and are of such magnitude as should render them interesting and helpful.

There are, furthermore, a number of colleges in this country founded for the express purpose of providing higher educational opportunities to a class of students who are entirely dependent upon their physical efforts for funds to pay for a college education. There are several others that believe that manual labor is an essential complement to training for the objectives of higher education they have set for themselves. Because the unique programs of these colleges are unknown to many and because of their importance to the whole subject of student employment, some account of them is thought to be appropriate.

With the inauguration of the National Youth Administration the problem of assisting needy students was felt by some institutions to be largely solved, at least for the time being. But NYA aid is not adequate to care for nearly all of the students who need assistance nor is it sufficient to pay all the expenses of those who share in it. Furthermore, this aid is offered as an emergency measure, very likely subject to withdrawal when economic stability is completely reestablished. Many of the institutions feel, therefore, that the problem is one to which they still must give earnest consideration. This study is published for the benefit of such institutions.

The account of these varied projects as given on the following pages is not intended to be exhaustive. Only those projects or plans are described which are believed to be most suggestive to other colleges. Furthermore, only so much of any project is described as is believed to be helpful. The omission of any college from this bulletin will not be interpreted to mean that it is not engaged in a plan of helping students to meet their financial problems.

I. MONEY-EARNING OPPORTUNITIES PROVIDED BY THE COLLEGE OR UNIVERSITY

The following projects seem to be outstanding among those operated by institutions of higher education to give employment to self-supporting students.

FACTORIES

CHEMICAL PRODUCTS.

Several institutions have undertaken the manufacture and sale of articles that can be made by students with very little equipment.¹

Greenville College, Greenville, Ill., organized about 5 years ago the Collegiate Industries, a cooperative enterprise that has proved of considerable benefit to a large number of students. The project consists

¹ For descriptions of the projects under this head undertaken by a number of self-help colleges, see pp. 43-66.

of the manufacture and sale of toilet preparations, flavors and extracts, and miscellaneous household commodities. Approximately 60 percent of the products are manufactured on the campus mostly by students, under the supervision of the professor of chemistry, and the goods are sold by students, prospective students, or parents of students, and a portion of the commission is applied on college accounts. Participation in the manufacture of the products is confined to students in chemistry, principally those who have had quite a little experience. Approximately \$5,000 worth of goods a year was sold the first year or two, from which about 25 or 30 students received some benefit. The commissions paid amounted to 40 percent, each student earning approximately \$90 to \$100.

A unique feature of the enterprise is the cooperative program, which involved at one time about 12 other colleges. These colleges purchased appropriate seals, which they attached to the center of the standard label, making the package distinctive for the particular college. Students of the cooperating colleges were then permitted to sell the products and receive their share of the profits.

On October 16, 1935, the *Collegiate Industries*, which had been in operation about 5 years, had sold 2,100 jars of Euca Balm, 380 gallons of vanilla (equal to 6,100 6-ounce bottles), 3,500 tubes of dental cream, 21,000 bars of vegetable oil hard-water soap, 1,600 boxes of face powder, 2,600 cans of talcum, 48 gallons (870 bottles) of cough syrup, 97 gallons (2,100 bottles) of almond, 64 gallons (1,000 bottles) of camphor cream liniment, 438 gallons of Laxoil, 2,200 tubes and jars of shaving cream, 190 jars (equal to 3,000 pint bottles) of shampoo, and 56,000 bars of soap.

The college reported that the program is rather quiet at the present time, due probably to the more definite aid offered by the Government through the National Youth Administration.

MATS.

Factories for the manufacture of various kinds of mats have been recently established by several colleges. Two of these, *Asbury College*, *Wilmore, Ky.*, and *York College*, *York, Nebr.*, make mats out of reclaimed automobile tires. The industry in each instance is sponsored by the college but is managed at *Asbury College* wholly by the students, with the exception of one salesman who is on the road all the time, and at *York College* largely by the students.

At *Asbury College*, several different kinds of mats are made—door mats, stair treads, and hall runners—under a patent owned by the college. The factory operates in a basement of one of the dormitories; and the college makes no charge for the use of the building, electricity, etc., and makes no attempt to profit from the sale of the mats. The students are allowed to take the mats home during holiday and summer seasons and sell them on a commission basis. Some students have

earned as high as \$300 a year in this way. This project gives work to about 25 students the year round. One boy earned about \$100 during the Christmas holidays in commissions.

York College reported that the making of mats had given considerable work to a small group of students, but that the severe drought in that part of the country had held up finances to such an extent that the sale of the mats was lagging.

Waldorf College (a junior college), Forest City, Iowa, has established a small factory to manufacture door mats. This enterprise employs from 20 to 25 boys, who manage the enterprise and manufacture and sell the mats, earning on an average of about \$12 a month, or sufficient to pay their tuition.

METAL CRAFTS WORK.

Northland College, Ashland, Wis., has recently started a college crafts shop, which employs regularly from six to eight students, the number fluctuating somewhat with the season. The industry started in a small way, with the making of such pieces as hammered copper bowls, candle sticks, and calendar bases, and has now reached the place where large pieces, such as fireplace screens and fireplace sets are made, generally to meet specific conditions. The expansion of the crafts work since its inception is described by John T. Kendrigan, the registrar of the college, as follows:

It has been interesting for us to see the development in this craft-shop venture and the gradual refinement which the work itself has taken on, and sometimes when we compare a copper or pewter serving set as made when first designed and now after years of development, it is quite a live example of the evolution of handwork. . . . Much of our work is that of special orders, and some of our desk sets have entered homes of unique prominence in the United States . . . which of course is very encouraging to us, and is a real help from a financial standpoint, although our profits in these items spell just about the pay roll, because our organization naturally is crude and an efficiency expert would undoubtedly save us many dollars, but at the same time subtracting money from the students whom we are anxious to help.

He adds further:

We have a young man at the head of the craft shop now who came from Sweden as an immigrant, spent 2 years in precollege work, mainly learning to speak English, but now has been granted his college degree and is developing into a man whom we expect to place in full charge of that particular vocational venture.

This year we sent this young man to Waupun for special work where he has learned weaving, brush making, special tooled leather work, fiber braiding, matting work, and other items along the same line. This summer we expect to send him to Stout Institute in order to take up further work in design, special welding processes, and hope to enlarge somewhat on the plan we modestly started to take care of just a few; about 5 or 6 years ago.

In the crafts work the boys work both by the hour and by the piece, and earn from \$75 to \$250 or \$300 a year, carrying at the same time a full college course.

The chief advantage of the craft shop work, Mr. Kendrigan believes, "is in the fact that we need no elaborate machinery; only hardwood blocks, mallets, hammering tools, brazing outfit, and acid equipment for special design work."

WEAVING.

Several of the mountain schools of the South have restored the art of weaving, both as a means to furnish employment for needy students and to revive a decadent industry that may serve as a desirable avocation. The provisions for carrying on this industry in a number of the regular self-help colleges are described in another chapter. In addition to those institutions, two others, both of junior college grade, reported work in weaving.

Pikerville College, Pikerville, Ky., has two looms, which give employment to several girls, who make such articles as scarfs and pillow tops, which are offered for sale in the community or in other cities or in churches.

Iberia Junior College, Iberia, Mo., has a weaving department in which 12 students, from a student body of 100, are working. Two boys are among the group. Most of the student workers are able to earn all of their tuition and fees for the year. They make rugs, bags, purses, curtains, pillows, coverlets, table mats, luncheon sets, towels, yard materials in wool and cotton, and blankets. The students are encouraged to use their skill in working out new ideas for types of articles to be made, and new designs and colors. The college specializes in filling orders to suit the individual needs of its customers.

Sale of the articles produced at Iberia Junior College is conducted in a variety of ways. Sales to individuals, which is the chief method employed, is found by the college to be the most desirable, although it has attempted to have the articles sold on consignment by stores. In the fall of 1936 the largest department store in St. Louis bought 3 dozen scarfs. Before Christmas last year a friend of the college gave a tea at which the woven articles were displayed and which resulted in a considerable number of sales. Buyers often come to the weaving cabin to see what is available and either purchase or leave orders for what they want. Usually these are former purchasers, but often they are strangers who have heard of the work being done or who are led to investigate through the weaving sign on the highway. Former customers also send orders by mail.

Several methods of advertising the articles have likewise been tried. During the fall of 1936 the "Y" at *Washington University, St. Louis*, showed the products of the school at their international bazaar. Sometimes weaving exhibits are sent to friends of the college who dis-

play them, or the college itself takes them to church gatherings of the Congregational demomination, from which the college receives support.

The institution reported that it is planning to increase its facilities for the conduct of this enterprise.

Among the larger institutions, and the only State-controlled college or university, reporting the making of articles for outside sale was the *University of Wyoming*, which makes use of one of the State's chief industries to furnish employment for women students through the manufacture of a byproduct of wool. The university operates a project which employs women in the making of wool bat quilts and sleeping bags, which are sold to provide the wages of the workers.

FURNITURE AND EQUIPMENT MAKING.

It is not unusual for colleges and universities to maintain shops for the making and repair of certain of their equipment and to afford students an opportunity to work in the shops, but the *Oklahoma Agricultural and Mechanical College* within the past few years has gone farther in this respect than most institutions (except the self-help colleges, elsewhere described). The college maintains a cabinet shop which makes furniture for the college dormitories and all office equipment, employing from 50 to 60 students, who are able to earn through part-time work enough money to pay their board and room rent for the year. The shop manufactures such pieces as beds, dressers, chairs, and tables for the dormitories, chairs for the classrooms, office desks, filing cabinets, etc. Each department of the college plans its requests for its needs with the director of the shop, who designs the furniture, and the students make it to fit the requirement of the department.

The *Newark College of Engineering*, Newark, N. J., another institution supported by public funds (State and city), carried on a furniture-making enterprise over a period of 4 years, 1932 to 1936. The making of educational equipment for use of the college was done largely through student labor, under the direction of the departments of planning and design, manufacturing, and assembling and installation. This work was available to junior and senior students who had completed enough science, mathematics, and applied arts to enable them to carry on the work required. The procedure under this project is described by the college as follows:

Whenever a piece of equipment was needed for anyone of the regular departments of the college, the requisition was turned over to the planning and design department. There the project would be investigated. If it was possible to make the equipment from material and parts available in the open market, the department would proceed in preparing estimates, cost of design, materials, manufacture, and assembly and erection of the equipment. These estimates were then submitted to an administrative officer

for his approval or rejection of the plan. If approved, the design was completed and materials ordered.

Later the department of manufacture and production took over the project. Much of the work in this department was done in the shops of the college. Arrangements were also made with local manufacturing companies for the use of their tools and equipment where students could work on our projects, but supervised by the companies' production departments.

The manufactured items were then turned over to the department of assembly and installation. In this last department the project was completed and made ready for use by the academic department which had requisitioned the equipment.

The college found the plan to work very well, and to afford many interesting experiences to the students. From 120 to 140 students a year participated in this program, which enabled them to earn from \$150 to \$250 each during the school year. The plan worked satisfactorily for the college also, as it had returned to it for tuition the money earned by the students, with outlay only for payment of materials and a small amount of overhead expense.

COLLEGE PRINTING PRESSES

The employment of students to operate college printing presses is a form of student aid that has increased considerably in the past 5 years and has proved of financial benefit to the students and the colleges alike. Both for the purpose of economizing in their printing and to offer money-earning opportunity to their students, some of the distinctly self-help colleges (see pp. 43 and 46) have for a long time owned printing presses which they have operated by student labor. Besides the help they afford students in some of the small colleges, the printing presses have not only saved money for the institutions, but have been the means through outside work of bringing in a small amount of income.

In addition to the self-help colleges, whose opportunities for student employment are individually described in section IV, nine institutions reported the operation of college presses by student labor.

The *Oklahoma Agricultural and Mechanical College* maintains a printing press for the publication of the college daily and a student magazine, which provides employment for about 20 students. The college furnishes a director, but otherwise the press is managed and run entirely by students. The college also maintains a student multigraph department, which prints bulletins, forms, and similar material needed by the various departments of the college.

Wittenberg College, Springfield, Ohio, and the *College of Marshall, Marshall, Tex.*, have likewise organized multigraph departments which are manned entirely by students. At Wittenberg College the students are chosen for their ability along this line in their freshman year and are permitted to work 4 years of their college course, so that

by the time they reach their junior and senior years they will have become adept in this type of work.

Greenville College, Greenville, Ill., reported that its printing press, which employs the full time of one experienced printer, with all of its other work done by students, takes care of all the college printing and does an appreciable amount of outside work as well.

Upper Iowa University, Fayette, Iowa, reported a big saving in college printing resulting from the operation of its printing press by students.

Pacific College, Newberg, Oreg., through the initiative of two students who owned a printing press, organized a project which consisted in printing paper and envelopes on a rather large scale to be sold at a very economical figure. The stationery was printed in uniform style and type, all envelopes and paper of exactly the same size and style, so that the names and addresses could be set up in large numbers and the men could work rapidly, without changing press or form, simply slipping out the name and address for one order of stationery and slipping in the new without further interruption to their printing. According to the college, the project was proving to be a profitable undertaking for the students who owned the press, was furnishing other needy students an opportunity to make extra money by the sale of the stationery, and the college itself was making a small amount of profit out of each order.

Northland College has for many years conducted a print shop, which prints all of the college and student publications and takes in considerable job work in addition. The shop is managed by a student, and every item of work is done by student labor. It maintains a revolving group of about 10 students on its staff, who begin in their freshman year and gradually work up to management in their junior or senior year. The college shares with commercial printers the work of printing for the town of Ashland, which it receives without solicitation, partly because of the inability of one printing organization to take care of all the work, and partly because of the interest that patrons feel in assisting a project designed to assist needy students. Its chief outside work, however, comes from constituents throughout the country, and consists of such items as the printing of personal stationery, billheads, conference notices, etc.

OTHER PROJECTS

Projects for employing students were reported by other institutions as follows:

The *University of Wyoming* employs student labor in working a quarry, which it operates to provide stone for constructing university buildings. Practically all of the stonemasonry is done by the students, who work under the supervision of a journeyman stonemason. During

the time when buildings are under construction, approximately 25 students, working on a piece basis, are employed.

Faculty members of the *Illinois College, Jacksonville, Ill.*, own and operate a coal company using student labor. The company handles all contracts for coal supplies to the college and does a large business among the citizens of the city as well.

The *University of Tennessee Junior College, Martin, Tenn.*, which depends upon student labor for the operation of its 250-acre farm, its physical plant, and for dormitory work, encouraged the organization and development of a milk route. The college furnishes the milk from its dairy herd to the students, who make the deliveries.

St. Augustine's College (for Negroes), Raleigh, N. C., permits the students to perform all the work in the college steam laundry except the operation of the washing machine. The laundry takes care of all the work for the students and faculty, for the college dining room and kitchen, and the flat pieces from two other units affiliated with the school, the Bishop Tuttle School for Social Workers, and St. Agnes Hospital. By allowing the students to do most of the campus work except cooking, in which they assist, the college affords work opportunity to about 90 percent of its student body. All boarding students at the college can usually reduce their expenses at least \$5 a month, at the same time carrying a full academic program, as the work is so arranged that it can be done in free periods. The more needy students are given still greater opportunity to work, some of them earning the total amount of their board, \$20 a month.

Mail delivery service performed by students, a plan inaugurated at some institutions during the depression, has proved advantageous to the institutions as well as to the students. The *University of Notre Dame, Notre Dame, Ind.*, has 11 students carrying mail in the residence halls. *Harvard University* reported that the two deliveries of mail a day made by the students "is saving the university hundreds of dollars in postage a year." *Williams College, Williamstown, Mass.*, which began student delivery of mail in 1936, has found that "this has materially reduced the postage bill, speeded up the delivery of mail, and has been heartily approved by every department on the campus."

Another new student service at some institutions is the driving of school buses. Two publicly controlled junior colleges in California, the *Compton* and the *Brawley Junior Colleges*, have arrangements with their districts permitting needy students to operate buses. As the junior colleges draw their students largely from their own districts, this type of transportation is used to a considerable extent. The Compton Junior College has 12 buses and gives about 24 students each semester the job of driving them. The *Colorado State College of*

Education, Greeley, Colo., has arranged with the city transportation company to permit students to operate buses, and about 12 men are employed.

Another community service is performed by a small group of boys of the *Eastern Oklahoma College, Wilburton, Okla.*, who act as voluntary firemen for the city fire department, and in exchange are provided with sleeping quarters and are given a stove, table, and other facilities to enable them to prepare their meals.

The *State Teachers College, Valley City, N. Dak.*, cooperated in the development of a radio station in the city, in which the students furnish to a great extent the musical and other talent. The college itself always engages the student orchestra for social functions instead of employing outside orchestras, thereby encouraging student talent as well as affording them a money-earning opportunity. *Southwest Texas State Teachers College, San Marcos*, follows the same plan with reference to its student orchestra. *Southern Illinois State Normal University, Carbondale, Ill.*, allows free tuition amounting to \$10 a term, to students who participate in the orchestra, chorus, and band. A somewhat similar plan for the recognition of talent is in effect at the *Florida Agricultural and Mechanical College (for Negroes), Tallahassee, Fla.* Here the music division of the college offers remuneration ranging from \$5 to \$7.50 a month, to approximately 35 students who participate in the several musical organizations of the college. These organizations make frequent appearances in nearby towns.

Houghton College, Houghton, N. Y., reported the employment of a group of its students, especially in quartet work, in connection with the advertising work of the college, to visit churches and communities which have groups of young people interested in attending college.

The *University of Chicago* inaugurated about 4 years ago a student lecture service, placing supervision and general management under the board of vocational guidance and placement. The purpose was to bring distinguished speakers and entertainers to the campus and through this means to aid deserving students by making available to them the profits obtained from this enterprise in excess of the expenses incurred. A student manager appointed by the board receives 50 percent of the profits; two assistant managers receive 20 percent each; the board of vocational guidance and placement takes 5 percent, to establish a sinking fund to further the lecture service; and the remaining 5 percent is awarded to the assistant manager who in the opinion of the board has rendered the most valuable service, or is divided between the two assistant managers. The managers and assistant managers appoint from candidates approved by the board the number of other assistants needed, and they receive for their services either a percentage on the number of tickets sold or they are paid upon an hourly basis.

At *Northwestern University*, a university entertainment service headed by two students renders service for social affairs given by campus organizations. These students make all arrangements, and the compensation is on a commission basis.

Custodial service performed by students was reported by several institutions as a recent innovation. *Wittenberg College, Springfield, Ohio*, reorganized its custodial staff several years ago, so that the major portion of the work is done by students under the direction of experienced men. The idea in the reorganization was to maintain a nucleus of several experienced student custodians, the institution rotating the students in such a way that a few new custodians would be trained each year. The college reported that the plan has proved quite successful and that at present five of its buildings are in charge of student custodians, and a large percentage of work in the other six buildings is done with student help.

York College, York, Nebr., has as head custodian a student who supervises the work, which is done by student assistants, and attends class half time. The college dining hall is also managed by an older student and his wife, who do the cooking, all other work being done by students.

SPECIAL PROJECTS

Several institutions undertook various special projects during the depression in order to give work to their students. Sometimes these were carried on during the regular college year and sometimes during the summer vacation. For example, at one time because of weather conditions which necessitated haste in gathering a prune harvest, *Pacific College, Newberg, Oreg.*, was offered all the prunes that the students and faculty could pick in a day, half of the proceeds to go to the college treasury and half to the student body treasury. It turned out that but half a day was needed to pick the prunes, but the total proceeds amounted to between \$1,500 and \$2,000.

At another time the college had stumppage given it on land near the college where the timber had been killed by a forest fire. Cutting this timber for the college afforded employment opportunity for a number of students.

At *St. Norbert College, West de Pere, Wis.*, two special projects were undertaken. One was in excavating space under the college library and converting it into a room with concrete floor and tile walls, for use as an overflow storeroom for back serials and duplicates. The work was done by students under the direction of a hired contractor. The other project was the landscaping and development of the campus under faculty supervision, a piece of work still in progress. The work will include the construction by hand labor of a Greek theater, the

building of a retaining wall, and excavating the steep bank of the Fox River, filling, grading, and sodding.

Albion College, Albion, Mich., employed 37 students at different periods throughout the summer of 1936 to work on a steam tunnel which the college found it necessary to build.

Bethany Biblical Seminary, Chicago, Ill., gave students the work of cataloging a special library, and of indexing a periodical for 50 years which had never before been indexed.

Houghton College, Houghton, N. Y., employed as many students as possible during vacation periods to assist in the construction of new buildings or in the repair of old ones.

A cooperative arrangement made with the United States Soil Conservation Service early in 1937, enabled the *North Dakota School of Forestry* to offer an unusual opportunity to needy qualified high-school graduates and recent graduates of the school to earn money with which to attend college. A large Federal soil conservation project, undertaken in the county in which the school is located, required the services of 75 men from about April 15 to July 1, and possibly to September 1. The college agreed to provide these men, whose work was to consist in tilling the soil and planting and irrigating trees set out by the Conservation Service.

Selection of young men for the work was made on condition that they deposit one-half of their gross earnings with the North Dakota School of Forestry, to be used to defray the expense of attendance at that institution the next academic year. The basic pay was placed at 40 cents an hour, for a 44-hour week, and the amount deposited was to be paid out in equal monthly installments to the students during the school year.

A similar opportunity was afforded 20 other young men to work at the State Forest Nursery at Bottineau from June 1 to September 1, the pay in this case to be 30 cents an hour for a 48-hour week.

Arrangements were made by the school to furnish board and room in Bottineau to the young men at the lowest possible rate.

With reference to the selection of candidates for these jobs, the school issued the following statement:

Any young man eligible for college work who is having difficulty arranging his finances such that he may attend college is urged to make application for work. Any school administrator who knows of worthy young men is urged to explain the plan to them and arrange to have their applications forwarded to the employment committee of the School of Forestry. It is well to emphasize the fact that names of eligibles will be listed, and that from this certified list the Soil Conservation Service will hire its men. Obviously, young men who will not agree to use the 50 percent of their funds for college next year will not be certified.

Several institutions, especially those located in cities, reported the making of intensive drives on the business communities to stimulate

the employment of students, particularly in positions in which they usually had not previously been employed. The *University of Chicago*, *Washburn College, Topeka, Kans.*, and *Wittenberg College, Wittenberg, Ohio*, each have employed a contact man to make special solicitation for these jobs. The University of Chicago has also published a street guide of the city of Chicago, on the cover of which are described the facilities open through the university's board of vocational guidance and placement for furnishing help to business organizations and to the community. Copies of this were distributed to business houses, the member companies of the Industrial Relations Association of Chicago, and to householders in the vicinity of the university.

STUDENT EMPLOYMENT AT YALE UNIVERSITY

Two of the large privately endowed wealthy universities, Yale and Harvard, have within the past few years devised programs for the self-supporting students in their new dormitory systems which provide opportunities of an unusual nature, both with regard to the character of the work performed and the value of the educational and business experience acquired. The program at Yale is endowed and is to be a permanent part of the university's college plan. It is believed that the following description will prove of interest.

Yale University has always, so far as possible, provided work opportunities for financially needy, well qualified students. With the advent of its college plan in 1933, a special program of student employment was put into operation for residents of the colleges.

The college plan was made possible through gifts of an alumnus, Edward S. Harkness, whose idea in making provision for the colleges was to afford undergraduate students in the university the educational and social advantages to be gained by studying and living together in small groups. In order that self-supporting students might not be deprived of these advantages and might perform their money-earning tasks with a minimum of interference with their academic work, certain of the funds were set aside to provide useful employment for these students. There was therefore initiated at the opening of the residential colleges the so-called bursary employment program, which provides part-time employment for upper-class students in the colleges.

Preceding the establishment of the bursary employment program, a student-faculty committee made a comprehensive survey of student employment and expenses at the university. Upon inauguration of the college plan the council of masters (composed of the heads of the residential colleges), the university bureau of appointments, and representatives of the student body cooperated in formulating the program. Careful analyses were made of the requirements of the various jobs with respect to the qualifications, responsibilities, and experience or skill for the performance of each, and positions were classified as to rates of pay and promotion in such way as to allow appropriate recognition for demonstrated ability.

A joint committee of the council of masters and the university bureau of appointments supervises the distribution of the self-supporting students and allocates the employment funds among the residential colleges according to

their relative needs. It has control also over individual assignments, rate of pay, and of the general operating rules.

Each of the nine undergraduate colleges now functioning is a complete unit in itself, having its own sleeping rooms, dining hall, reading and recreation rooms, and its own master or head who presides over the faculty members, or Fellows of the college. About one-third of all the bursary students perform duties in and for their own college or its faculty. The most important position is that of senior aide, who has general supervision over all bursary appointees in his college, being responsible for the satisfactory execution of their work and for rating individual performance. Under him are usually several other aides—a librarian, with a staff of student monitors; an athletic secretary; a student office manager, with typists or messengers reporting to him; and sometimes a curator or college historian. Other bursar men act as special aides to the faculty of their own or other colleges.

Four hundred fifty-four bursary placements were made in 1935-36. Of these 299, or three-fourths, demanded particular skill, usually in relation to some academic field, and hence required careful selection. Forty-four were appointments to executive positions in the colleges; others, to clerical positions requiring services of a more routine nature, but nevertheless believed to be of definite educational value to the student. In other divisions of the university—scientific departments, museums, the Institute of Human Relations, the personnel office, and various departments of study, the appointees worked as librarians, catalogers, chemists, laboratory and research assistants; as draftsmen, assistant curators, and technicians; as laboratory engineers, draftsmen, and social field investigators. In the library they worked on manuscripts, rare books, local history, and collections of various kinds. About 50 appointees aid the Fellows of the various colleges in connection with research being carried on.

The maximum time devoted to bursary employment is not expected to exceed 20 hours a week, in most cases not more than 16 hours. The base rate of pay is 50 cents an hour, but the amount of remuneration depends upon the time, experience, ability, and initiative required for the performance of the work, and students may earn from \$200 to as high—in a few instances—as \$715 (full tuition and board for a year) in the more responsible and specialized positions. Careful check is made periodically of each appointee's work as to quantity and quality, and deductions made for time lost unless it is made up.

Bursary appointments are made on a contractual basis. Applicants present a statement regarding their financial needs and sign an agreement relative to the duties to be performed, the hours of work, and the regulations for supervising and recording their performance. The employing colleges or departments report periodically on the work to the bursar's office, where payments, based on time actually employed, are made in the form of credits.

An estimate of the value of the work performed under these bursary appointments is given by Director Albert B. Crawford, of the department of personnel study and bureau of appointments, in his report for the year 1935-36, in the following words:

"Probably no aspect of the residential college system has more deeply or more favorably altered the pattern of our undergraduate life than has this program of 'working scholarships,' with all of its ramifications throughout the student and faculty bodies alike. It has enabled hundreds of our ablest scholars to participate in the work of the university and share in its manifold responsibilities; it has brought teachers and students into a close and natural relationship as collaborators, and to a significant degree has bridged the gap

between undergraduates of widely variant economic status. This office has even received from students of comfortable means applications for assignment to bursary work without stipend, because of the opportunities for personal development attached to many of the positions embraced by this program. Certain forms, at least, of self-support now appear to be regarded as a privilege rather than as a handicap."

Speaking of individual student accomplishments under the bursary employment program, Director Crawford, in *The Educational Record* for April 1936, says:

"Several have proved extremely skillful in laboratory work or in the construction of experimental apparatus. Others have become so valuable to various curators that their graduation this year is deemed a major calamity! Some have become sufficiently adept at specialized work that they now plan graduate study in the same or a related field and are being strongly recommended by their supervisors for fellowships to make that possible."

The magnitude of student earnings at Yale may be gained by the figures for term-time employment given in the report of the student employment division of the university for the year 1935-36. In that year, bursary earnings amounted to \$124,724; earnings from other work obtained through university departments, \$19,200; earnings through the National Youth Administration funds (used for graduate students only), \$33,429; through other media, \$121,234; making a grand total of \$298,677. In addition, \$64,610 was earned through work obtained independently.

II. MONEY-EARNING OPPORTUNITIES DEVISED BY STUDENTS

Not all of the work done by students on college campuses to aid them financially is provided by the institutions. The students themselves have been resourceful in initiating ways in which to earn money or to reduce their expenses. But the colleges have given generous aid and encouragement to the projects which their students have devised, by furnishing quarters or certain necessary equipment, or through advice or general supervision. Some of these projects are undertaken individually, while others are enterprises in which a number of students are engaged. Only those projects reported that involve a group of students are described here.

STUDENT AGENCIES

One of the commonest methods devised by students to earn money is the setting up of agencies which supply services or sell commodities to other students. In some of the larger institutions the number of these agencies seems to be limited only by the lack of further ways in which to serve. A regulation often made by colleges and universities that no outside soliciting or selling is permitted on the campus gives scope to a wide range of student activity in this respect. At the large privately endowed institutions student agencies are especially numerous. One large institution, speaking for itself alone, says,

"there are endless student agencies for everything conceivable." These enterprises, the institutions feel, not only afford financial benefit to the students who participate, but they serve as laboratories through which the students in charge gain profitable experience in business organization and management. Sometimes the institution organizes and manages the agencies, and several of the large privately endowed colleges and universities have also made the agencies a definite part of their student-employment program. But more frequently the agency is a student venture, with the institution merely lending its encouragement to the enterprise. Sometimes the agencies are run by one or two students; in other cases they represent the effort of a large group. Students in women's colleges as well as in colleges for men and coeducational institutions have established these agencies. *Wellesley College* lists 13 for various services and mentions besides "other miscellaneous agencies."

Among the institutions reporting student agencies, *Princeton University* appears to have the greatest number and to have given more consideration to their operation. Because the wide variety of these agencies, which include most of those functioning at other institutions, and because the formal set-up by the university for their operation is unusual, the following brief account is given of them.

There are approximately 30 student agencies at Princeton, operated and controlled by the bureau of student employment. The bureau owns all of the equipment used by the agencies and it furnishes them with working capital in the form of loans. Some of the agencies employ freshmen exclusively, while in others the opportunities for work are open only to sophomores and upperclassmen. The work is paid for on a commission or hourly basis. Each agency has a student manager, who is either a sophomore or an upperclassman and whose selection, except in a few cases, is the result of competitions, usually held the preceding year. In agencies where competitions are not held, the director of student employment appoints a manager from a list of students who have done good work in other agencies or in the dining halls. Competition for freshmen usually leads to the appointment of a sophomore manager, who may become junior or senior manager in his upperclass years.

Some of the Princeton agencies and their services are:

Student lunch-ice cream agency, whose salesmen make the rounds of the dormitories each night with baskets of food. A number of freshmen earn an average of \$6 a week.

Express union agency, for moving trunks, furniture, etc. Compensation for freshman employees is on an hourly basis.

Student shoe shop. Freshman students perform only call and delivery service. The shop work is done by nonstudent workers.

Student tailor shop. Freshmen sell pressing and cleaning tickets and do clerical work in the shop. The tailoring work is done by non-students.

Furniture exchange, which buys the furniture of outgoing seniors in spring and sells it in fall to freshmen and others. The student employees sell and move furniture and do all the necessary clerical work.

Student news agency, which takes subscriptions for newspapers and periodicals. The students also sell and deliver papers and perform clerical services on an hourly or commission basis.

Princeton travel bureau, which handles all travel tickets sold on the campus. The work consists of office detail and soliciting travel patronage.

Refreshment agency, which holds a concession for the sale of refreshments at football and baseball games.

Some of the other agencies offering work to freshmen, whose managers are upperclassmen not selected through competitions but appointed by the director of the bureau of student employment, and the type of whose services may be assumed from their titles, are the following: Art agency, banner agency, cider agency, distribution agency, flower agency, parking squad, student photo service, the Princeton Athletic News, radio agency, student sales agency, stationery agency, and typing agency.

Other agencies, open only to sophomores and upperclassmen, are: The University Blotter, Undergraduate Calendar, cap and gown agency, commons candy agency, cushion agency, dance agency, directory, Freshman Herald, student milk agency, racket restrung agency, rubber apron agency, student sandwich shop, student tutoring association, wood agency.

At other colleges and universities additional agencies are: Barber shop, bicycle exchange, dry cleaning establishment, entertainment service, hairdressing shop, laundry agency, orchestra, service bulletins (advertising agencies), student banking organization, student central agencies—to represent all commercial agencies in the city soliciting on the campus—student publications, student lecture service.

Among the student enterprises that have proved particularly popular are book stores and book exchanges. Some of these have been in operation for some time. *Harvard University* has had a cooperative book store for many years. But the depression greatly increased the number of these enterprises as well as the part played by students in their initiation. About 30 institutions reported book stores run by students. In some of these, confectionery, light lunch, or soft drink counters are maintained.

In this connection, a student loan library, which gives the needy undergraduate the opportunity to obtain the books for his course without expense to himself, has been built up at *Princeton University* during the past few years by the student faculty association. The student is permitted to borrow his books from the library, but must return them at the end of the year. No charge whatever is made for this service. The library is in a continuous state of expansion, through the accretions made by a year-end canvass of the dormitories, and each year it offers greater service to the financially needy students.

OTHER PROJECTS DEVISED BY STUDENTS

A group of students at the *Pennsylvania College for Women, Pittsburgh, Pa.*, have undertaken an unusual project. By permission of the college the science club manufactures and sells toilet creams—cold cream, cleansing cream, and vanishing cream—made from formulae prepared by the Mellon Institute, but not trade-marked by it. The girls do not attempt to market the creams on a large scale, but sell them to other students of the college and their friends, using the proceeds of the sales as contribution toward a fund for two scholarships, one in physical and one in biological science.

The girls at *Alabama College, Montevallo, Ala.*, originated two interesting enterprises, a style show and a beauty parlor. The style show is given on the campus in cooperation with department stores in Birmingham. Several shows are usually held each year, sometimes as many as five, or again only one. The student who originated the idea arranged with a department store to send to the campus 15 or 20 samples of dresses, with appropriate accessories, from which students could make selections of costumes to be worn at one of the annual social functions of the college. The dresses were modeled by the students and selections made from these samples. From that occasion the style show has developed as a permanent feature. The girl who has charge of the enterprise is given a definite commission on all dresses purchased by the students. Each girl who models an outfit is usually given the one she models. The college states that the girl who originated the style show was taken, upon graduation, into the department store and carried on there a department of her own called the College Shop.

Barber shops run by students appear to be not uncommon, but a beauty parlor is a bit of an innovation. The beauty parlor at *Alabama College* was set up by the student government association, but the enterprise originated from the fact that a check-up showed that hair-waving was being carried on at the college by 23 girls, who operated in their rooms, where the students congregated, to the disturbance of others who were trying to study. The student government associa-

tion secured a room from the college and set up the beauty parlor, at the same time forbidding further hair-waving in rooms for profit. It offered to purchase the equipment and supplies owned by the 23 girls, and it selected from the group those most needy and capable for assignment to jobs in the beauty parlor. At first as many as 10 operators were employed, but because of changing styles in hairdressing, which makes it easier for girls to do their own hair, the enterprise at present is not so thriving and but 2 students are employed to do the work. They receive an average income of \$15 a month, which constitutes 70 percent of the profits, the remaining 30 percent being used for maintenance. The student government association operates the beauty parlor, and everything needed for running it, including supplies and janitor service, is furnished, so that all of the 70 percent is clear profit for the girls. Other students, of course, are benefited by the enterprise, as the charge made is only about half as much as that made in commercial establishments.

At the *Eastern New Mexico Junior College, Portales*, students in the art division carry on projects in linoleum block printing, printing Christmas cards, and painting and building road signs. The institution believes that these projects can be worked up into quite an industry.

At this college also 20 students, or 4 percent of the enrollment, earn their way through agricultural projects, which total them \$1,750 a year. Some of these are farm labor projects, where the students are paid on an hourly basis from funds gained through the cultivation of farm crops. Other projects are individual undertakings, and consist in raising baby chicks to supply the broiler and fryer market, and to produce eggs for the local egg market; hog-fattening projects, whereby the students purchase the hogs, fatten them with cheap home-grown feed, much of it raised by the students themselves, and again sold on the local market; dairy products whereby students bring the cows to school and use the cow as a money-making machine to aid the student in going to college.

STUDENT EMPLOYMENT BUREAUS

Students at several colleges have undertaken to set up and operate employment bureaus, which investigate and solicit outside job opportunities. At *Wittenberg College, Springfield, Ohio*, a student employment bureau is manned by one of the upperclassmen, who spends his summer interviewing business establishments so that he may have a list of available positions ready by the opening of school and the incoming students may be placed in those jobs for which they are best fitted.

Students at the *College of Puget Sound, Tacoma, Wash.*, organized a student employment bureau about 2 years ago, which has provided

part-time employment for a large number of students and has placed several students in permanent positions after graduation.

The student employment agency at *Illinois College* is manned by student officials, who make assignments of needy students to jobs in the city of Jacksonville, where the college is located.

III. PROJECTS TO REDUCE THE COST OF STUDENT LIVING

COOPERATIVE HOUSING PROJECTS DEVISED BY INSTITUTIONS

The provision of living accommodations to accord with the financial means of students of all economic levels who desire to go to college is always a problem to the institutions of higher education. In the early days of the depression this problem was greatly intensified, especially at the State-controlled colleges and universities. The students had begun to attack the problem themselves by seeking out places where they could live in groups and take turns doing their housework and cooking. In order to care for these groups in a more adequate way and to help others who could not afford to live in the regular college dormitories or in the private boarding places off the campus, the State-controlled institutions in particular began to provide quarters where large numbers of these financially needy students could live inexpensively by doing their work cooperatively under the general direction of the institution. In some cases the institutions renovated old structures of various types and converted them into housekeeping apartments; in others they erected new, well-equipped but cheap buildings; so that there is great variation in the types and costs of the cooperatives set up by the different institutions. There is likewise variation in the regulations for the conduct of the houses, in the amount of supervision given by the institution, and in the amount of labor performed by the students.

An account of the setting up and operation of some of the larger and more unique of these cooperatives is given below.

STATE-CONTROLLED INSTITUTIONS

OHIO STATE UNIVERSITY.

Ohio State University, like many other State higher institutions, was faced during the depression with the alternative of losing through financial difficulties many students who had already proved their worth at the university and of turning away others whose scholastic standing in the high school showed them to be excellent prospective college material or of providing means of helping these students meet their expenses at the university. The large enrollment, increasing at a rapid rate, had made living quarters in the university district scarce as well as high. The university had no dormitories for men or other

quarters that could be converted into housekeeping apartments where expenses could be kept within the reach of needy students.

At this crisis the dean of men suggested the possibility of utilizing for dormitory purposes the space in one of the towers of the university stadium that was unused except to provide a place for the band on the few occasions during the year when games were in progress there. The suggestion was acted upon, and in the fall of 1933, four floors of the tower were converted into sleeping and dining quarters accommodating 78 men.

The name Tower Club was given to this dormitory. A student president, a steward, and a treasurer for the club were selected by the dormitory committee, which consists of the university examiner, in charge of admissions to the club; the university comptroller, in charge of its finances; the men's union manager, in charge of menu planning, food purchasing, and supervision of cooks; and the dean of men as chairman of the committee, in charge of administration. To the residents of the club fell the duties of all the housework except cooking.

The charge for room in the dormitory was placed at \$1 a quarter, or \$3 for the academic year; for board at \$2.75 a week.

Living in the dormitory became so popular that in order to meet the demand for more places an extension was built the following year. This occupies the space in the section of the stadium adjoining the tower and is of concrete construction built in under the stadium bank seats. It houses 106 men. In addition, space accommodating 100 men was later set apart on the lower floor of the men's gymnasium for another dormitory. This was named Buckeye Club. The two clubs accommodate 284 men.

So successful have been these dormitories that another unit at the stadium was completed in time for the opening of the fall quarter in 1937; and construction of more units is contemplated until the dormitories reach a capacity of 800, by which time the university authorities believe that the demand will have about stabilized itself. The construction was done with W. P. A. labor and with funds contributed jointly by W. P. A. and by the university. It is estimated that it cost from two-thirds to three-fourths less than would the construction of a building containing equivalent space.

The Tower Club consists of four floors. The three upper floors provide sleeping quarters; the lower floor houses the dining room and kitchen; on each floor are showers and lockers. A room equipped for games is provided. For study facilities the boys use the dining tables after they have been cleared for the day. Heat, electricity, and water are supplied, but are metered and charged to the clubs according to the amounts used, 35 cents from the weekly payments of each of the residents being deducted to pay for these commodities.

Each resident of the clubs is provided by the university with a bed, mattress, pillow, and a steel locker for books and other personal belongings. He must supply himself with bedding. The men live in rooms or rows accommodating from 14 to 42, in each of which there is an upper class preceptor or floor captain, who is responsible for the cleanliness, order, and discipline of his group. The officers of the club and the floor captains constitute an executive committee which holds regular meetings. The clubs are practically self-governing. The members do all the work except the cooking. The Tower Club employs two cooks. The Buckeye Club members take their meals in a special dining room at the men's union equipped for the purpose.



The Tower Club at Ohio State University.

Personal laundry is usually mailed home in laundry boxes. Members of both clubs are rated on the kind of work they do in the dormitories, and the quarters are inspected every week to see that they are kept in an orderly and sanitary condition. Permission to remain in the clubs depends upon the scholastic and conduct records established, including the performance of dormitory work.

Because of higher food prices since the opening of the clubs in 1933, it has been necessary to raise the price of board in the dormitories to \$3.25 a week.

A cooperative house for women accommodating 33 was opened at the university in the fall of 1935. Unlike the men's dormitories, the idea originated not with the administration but with the alumnae council of the university, an auxiliary of the Ohio State University association, the official organization of graduates and former students of the university. This organization for some years had maintained

a loan fund for the benefit of financially needy women students at the university, but in view of the large number of students needing help the council, in December 1934, decided to divert for a period of 3 years the funds used for this purpose to the establishment and maintenance of a cooperative house, thereby benefiting a larger group of women than they had reached through loans and at the same time making it possible for worthy young women to attend the university who otherwise could not do so.

Gifts to the loan fund approximated \$1,100 a year. With this fund and with the aid of the university, which had agreed to remodel and suitably furnish any house that might be selected, the council opened the Alumnae Cooperative House in the fall of 1935. The council made itself responsible for the rent of the house, \$70 per month, for the salary of a preceptress, and for light and heat bills. Room rent in the house was placed at \$5 a quarter, and board at \$3.25 a week.

The house is a modern 2-story brick dwelling. As remodeled it contains 11 bed rooms, affording accommodations for two or three girls each. The rest of the house is devoted to the purposes of a common household, providing a living room, a dining room, and kitchen, with bathing facilities on each floor. The residents are permitted, insofar as possible, to choose their own roommates. A congenial and home-like atmosphere prevails. There are no study halls, but, as in the boys' dormitories, the girls use the dining tables after they have been cleared for the day.

A committee composed of council and university officers have general supervision of the house, but direct management is largely in the hands of the residents themselves, who have set up a self-government to conform to university regulations, electing their own officers. A preceptress, paid by the alumnae council, directs the management of the house and looks after the general welfare of the girls. A cook and a boy to attend the furnace are also employed. The residents do all of the remaining work, according to a schedule arranged by themselves so as not to conflict with their academic classes. Each girl devotes from a half hour to 40 minutes a day to housework, depending upon the speed of the individual. Most of the residents do some part-time work in addition to their work in the dormitories, in order to provide means to defray their college fees.

The selection and preparation of food for both the men's and the women's cooperatives are under the supervision of the director of the Ohio union. He makes up daily menus for each group, with regard, in general, for the selection of the kinds of foods preferred by the two groups. Substantial meals of good quality are served. Supper is omitted on Sunday. The menus have the approval of the university student health service. The university offers the privilege to both

men and women of bringing staple food from home for use in the dormitories and to receive credit therefor at the market price.

Admission to residence in the dormitories, which is open to Ohio students only, is for both men and women on the basis of scholarship, character, and financial need. Students must obtain admission to the university before admission to the clubs is considered. The selection of freshmen is confined to those whose high-school work has been commendable and who give promise of good college performance. Applicants must report on their financial condition and expectations; their high-school or (if they have spent one or more quarters at the university) their university record; must give names and addresses of any employers; must submit statements from their parents and high-school principal or superintendent, or from the dean of the college, that it is essential for them to be admitted to a dormitory if they are to attend the university; and sign an agreement to comply fully with the rules and regulations set up by the university for the operation of the dormitories.

Permission to continue in the clubs and the house depends upon the scholarship and conduct records established. It is considered an honor to live in the cooperatives. The Tower Club men wear a button to attest their pride in being members of the club. There are three or four times as many candidates each year for admission to both the men's and the women's dormitories as there are places for them. The residents are a picked group. The scholastic rating for retention is a point-hour ratio of at least 2.2 out of a possible 4. The residents have consistently exceeded this minimum requirement. The average for both the men and the women is around three, which constitutes a B record. Among the girls at present enrolled is one who holds the highest high-school scholarship record ever attained by any student in Ohio. Out of the 13 freshmen entering the house in the fall of 1936, 6 ranked first in their high-school classes. Three of the upper-class girls, including the president of the Alumnae Cooperative House, are candidates for degrees with distinction. The men not only maintain high scholastic records, but have also established a record for carrying off honors in intramural events. Most of the men and women hold part-time jobs in addition to the academic and household duties.

The administration and the students themselves feel that there are certain definite values inherent in the cooperative mode of living in effect at Ohio State University. There is a distinct advantage, they feel, to both the younger and the upper-class students in the association of these groups which life in the dormitories affords. It is a test of character, of adaptability, of the spirit of give and take which is necessary for harmony in any group living in such intimate relationship, largely under their own rules of conduct. And they feel that these values have thus far been achieved and are evidenced in the

morale and esprit de corps that characterize the personnel of the dormitories.

The alumnae council are particularly well pleased with the results of the women's house project. "It has", they believe, "more than fulfilled the expectation of its founders". There is a movement in the council to open another house, to afford cheap living to about 80 additional women students who are in need of this aid. The consummation of this movement must await the raising of sufficient funds. It is their hope that such a house can be built on the university campus, so that the contributions of the alumnae now used for rent, heat, and light may be devoted to the supplying of furnishings and other needs of the dormitory.

Financially, the dormitories have also been a success. The clubs and the alumnae house have been self-sustaining from the beginning and a reserve fund is being built up from the profits to be used for replacements and improvements. During the year 1936 the Tower Club made a profit of \$1,298, which was turned back into its own fund. For the same period the Buckeye Club operated at a slight loss, due to the fact that the members of this club are fed in their own special dining room at the Ohio union, where the overhead is higher and meals can therefore be served less economically. Both the clubs employ two cooks. The Alumnae Cooperative House made a profit of \$220 for the first regular school year of its operation. The expense of running the house is somewhat greater than that of the clubs, due to the \$70 monthly rental that must be paid and to the employment of a preceptress and a furnace boy in addition to a cook.

UNIVERSITY OF CALIFORNIA.

The University of California has several cooperative houses, where in January 1937, there were 335 students living and approximately 500 boarding. This number has grown from a very small beginning. In the spring of 1933 a few students conceived the idea of living cooperatively, and with the aid of the Y. M. C. A. and a faculty advisory committee opened a house accommodating 20 self-supporting students. By employing 2 cooks, a woman and her daughter for their board and room, and each man giving 4 hours a week to housework, the residents were able to live on \$10 a month. Such inexpensive living appealed to many more students and applicants for places increased. Another house was therefore opened in the fall, with 44 residents and 45 additional boarders. Then a large apartment house was taken over and set up as a cooperative. Here approximately 200 men are housed and 306 boarded.

A cooperative for women, sponsored by Mortar Board, a women's honorary society, was started in 1936, and now houses 85 women and

boards 100. The opening of another is contemplated by the Pytanean Society, another women's organization.

Costs in the cooperatives range from \$18 to \$20 a month for room and board; and around \$14 for board alone. Each student gives 4 hours of labor a week.

Commenting on the popularity of cooperative living among students, the manager of the bureau of occupations of the University of California said:

The cooperatives started as a depression measure but they have come to stay. If self-supporting students can reduce their overhead from \$35 to \$40 a month to \$18 or \$20 a month, they can reduce the necessary amount of outside employment. Also many parents can give a child \$20 or \$25 a month who could not possibly contribute more.

UNIVERSITY OF IDAHO.

The University of Idaho has 415 men and 70 women students living in cooperatives. This is among the largest number of students housed in this way in any of the institutions. "When the cooperatives were started in 1933," according to the university report, "there was some doubt in the minds of all concerned as to whether they would operate successfully." But "on the first day of September in 1936 room deposits had been received from approximately 150 more students than could be accommodated in the cooperatives." And "judging from the past history of the University of Idaho, the demand will continue even though more or less economic recovery occurs."

The university now has five cooperative houses for men and one for women. The demand for this mode of living on the part of the men far exceeds that of women because, as at most of the State higher coeducational institutions, the enrollment of men at the university is much greater than that of women and has increased to a much larger degree during the past few years. There are almost twice as many men enrolled at the university as there are women. The first cooperative providing room and board for 25 men and meals for 10 others was opened in 1933.

The new cooperative, the Idaho Club, is a frame structure specially built by the university in 1935, at a cost of \$24,125.52 to provide low-cost housing for men. Work on the building was started August 1, 1935, and 6 weeks later 118 men moved in. The Biennial Report of the University of Idaho, 1935-36, contains the following description of this dormitory:

This building . . . is an extensive U-shaped 1-story structure, 179 feet long and 54 feet wide. Each wing is divided through its entire length by a 4-foot corridor. Opening in these corridors are 59 2-man study rooms each 10 feet square. Each study room is equipped with a built-in wardrobe and drawers, steel double-deck bed, two study tables and two chairs. In each wing of the building are large washrooms equipped with wash bowls, mirrors, and glass shelf for toilet utensils. Each wing also contains a shower, bath-

room, and adjacent dressing room. The building further contains two large laundry rooms equipped with electric washing machines, irons, and ironing boards, where most of the men living in this building do their own washing and ironing. There is provided in the building a small apartment for a university faculty member and his wife, who act as proctor and hostess for the students in this dormitory. There is also a room and bath for the cook.

Inside of the main "U" and connected to the sides of the covered passageways is a portion of this building which houses a living room, dining room, kitchen, walk-in refrigerator, and food storage room. The living room is furnished with rugs, davenport, easy chairs, radio, and piano. Tables used in the dining room were constructed in the university carpenter shop. Kitchen equipment includes a large coal range, steam cookers, electric oven, food mixer, steam table, and other conveniences. The walk-in refrigerator provides space for the storage of meat so that it may be purchased in quantities at lowest possible prices. The entire structure is set above the ground



The Idaho Club—a specially constructed student cooperative.

on concrete footings. Two-by-eight floor joists, 16 inches apart, support a subfloor of vertical-grain fir. Showers, laundry rooms, cooler, and refrigerator have cement floors. The lavatories and kitchen floors are covered with linoleum. Inside walls are finished with fir veneer, shellacked and varnished in natural color. The dining and living rooms and proctor's apartment are finished with knotty white pine paneling. Outside walls are insulated with standard insulating material and covered with rustic siding. The building is steam heated from the central heating plant of the university. All the plumbing and wiring were installed according to standard building specifications.

The following statement on the management of the cooperatives is also given in the report:

In all of these cooperatives the students pay room rent to the university and \$1.50 per month overhead, which takes care of the maintenance of the kitchen and dining-room equipment, the use of electricity, and the fuel used in the dining room. In each of the larger cooperatives a faculty man

and his wife reside. The men's cooperatives are under the general direction of the proctor of men and the girls' cooperatives under the general direction of the dean of women. The university faculty members who live in these cooperatives work with the boys in perfecting their organizations for the operation of the kitchen and dining room and advise with the boys individually and collectively on the problems which come up during the course of the school year. The wife of the faculty member has general supervision over all the social events held at the dormitory and helps in any way possible to maintain a homelike atmosphere.

In addition to the university faculty member and his wife, who reside in the cooperative dormitory, there is a faculty committee which works with the students in connection with their purchases of food and in the accounting system which each cooperative maintains. All the cooperatives have pursued a policy of paying cash for all their purchases, have made their



Students taking their turn at kitchen duty in the Idaho Club.

collections in a businesslike way and through cooperation of all the groups have been able to secure practically wholesale prices on all their food purchases.

Each of the men's cooperatives employs a cook, but all the other work in the kitchen and dining room is done by the men themselves. Each group has perfected an organization with a definite assignment of kitchen and dining-room duties to every man. In the larger dormitories a man has a week of kitchen or dining-room service about every 6 weeks. In the smaller ones the period of service comes oftener. In the girls' cooperatives the students do the cooking as well as all the other work. Last year the average monthly cost of room and board in these cooperatives was approximately \$16.50 per student. This year prices are somewhat higher and preliminary reports indicate that the cost will be slightly above \$17 a month.

No better evidence that the cooperatives have proved a success at the University of Idaho is needed than the recommendation that provision be made for enlarging this type of living accommodations, but the report says:

The students have succeeded in their part of the management and operation of the cooperatives beyond the expectations of those who backed the movement in the beginning. They have shown an earnestness and dependability in the management of their affairs which would do credit to any group of men or women in the country.

In addition, according to the report, the 25 men who occupied Senior Hall, an old building and the first cooperative opened on the campus, in 1935-36, led all campus groups in scholarship. During 1936-37, cooperative groups held the first four places among men's organizations in scholarship. They have, furthermore, taken full advantage of the fine opportunities for social activities offered by group living.

The 1935-36 report commented on the need at the university of provision for at least one additional cooperative to house 150 men and one to accommodate 75 women, and at the southern branch at Pocatello of a cooperative to accommodate 150 men.

With reference to the financing of the dormitories the report says:

If the State should decide that student living accommodations of this type should be encouraged, it is recommended that provision be made for a revolving fund out of which these dormitories could be completely financed and the State fully repaid over a period of from 12 to 20 years depending on the amount of rental the students were required to pay. It is possible that provision could be made for the investment of certain State funds in the construction of dormitories at State educational institutions, so as to secure a higher interest rate than may be secured on a substantial portion of the permanent funds of the State which is coming up for reinvestment. At the present time loans on university dormitories are not a legal form of investment for State funds.

UNIVERSITY OF MAINE

Part of a low-cost housing plan to consist eventually of a group of 10 cabins has been put into operation at the University of Maine. Five of the cabins and a central building have been constructed and have been occupied since the beginning of the fall semester of 1937. The plan contemplates the grouping of the 10 cabins around the central structure. The 5 cabins already built form a semicircle around one side of the central building; the other 5 will complete the circle.

The cabins are of wood, 24 by 30 feet, strongly built, with floors and walls insulated for warmth, and are so situated that they are sheltered by the woods on the edge of which they are built. They are lighted by electricity and supplied with cold running water.

Each cabin comprises two units exactly alike, designed to accommodate two boys, or four boys to a cabin. Each unit has a living room 15 by 18 feet, which occupies most of the space and into which open a bedroom with double-deck beds, and a storage room. The living room, which serves as a kitchen and study room, is equipped with a sink, a cook stove, a built-in table, a desk, chairs, and a book rack. The boys furnish their own bedding and dishes and such other

articles as they desire. Much of the food supply is sent to them from home, and they obtain their wood by chopping it themselves in the nearby forest. Heat is supplied by the cook stove.

The central building contains shower baths, toilet and laundry facilities, and living quarters for two boys similar to those in the other cabins. Through these two students in the central building, who serve as proctors, the university exercises supervision over the cabin community.

The residents pay \$1.50 a week each for rental. As they do their own cooking and bring some of their supplies from home, they are



Cabin cooperatives, University of Maine.

able to cut their living expenses about half, saving from \$125 to \$150 a year.

Accommodations in the cabins are available only to students who need this type of assistance. This year, the first that the cabins have been occupied, the residents have been chosen mostly from the upperclassmen, selected for financial need, character, and general ability.

The cabins were constructed largely through donations of alumni and friends of the university, at a cost of approximately \$1,000 each. As funds become available, it is planned to build the other 5 cabins, grade around them, encircle the group with a road, and unite them with the central cabin by sidewalks. When all work has been completed, a compact and attractive cabin community will have been created.

UNIVERSITY OF NORTH DAKOTA.

Camp depression at the University of North Dakota represents a unique method for an institution of higher learning to provide inexpensive housing for its self-help students. The camp is composed of seven railroad cabooses fitted up to serve as living quarters for men. The cabooses are equipped with electric lights, steam heat, double-deck beds, built-in wardrobe space, etc., and each houses from 6 to 8 students, or 46 in all. One caboose serves as a kitchen, and is equipped with electric hot plates, a coal range, refrigerator, and lockers for provisions, so that the students may prepare their own meals. In exchange for these quarters each man in camp depression works 4 hours a week for the university, and in addition aids in caring for the camp. The work of the camp is arranged cooperatively and each man serves a specified period as proctor in his own caboose or in the kitchen.

Other provision is made by the university for both men and women to cook their own meals if they desire. A community kitchen supplied with cooking equipment, refrigerator, and lockers is maintained for men who wish to do their own cooking, a privilege which is open to any student who wishes to sign up for such privilege and will take his turn as proctor in keeping the place in order. Approximately 50 men use the kitchen regularly. In the girls' dormitory, electrical equipment and a gas stove provide opportunity for the women students to prepare some of their meals if they desire.

The university maintains two dormitories for men, where room rent is free in exchange for a designated period of work on the campus. One is a regular dormitory, in which students are housed two in a room, with regulation dormitory facilities. Residents in this dormitory work 6 hours a week for the university.

OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE.

The college has converted a C. C. C. camp, which was given it by the United States Government, into a cooperative 4-H camp. There are 77 counties in Oklahoma and the county farm agent of each county may select 2 outstanding farm boys to be quartered in the camp, which is run on about the same style as a regular C. C. C. camp. The students maintain their own laundry, canteen, barber shop, and post office. Each student is required to pay his share of the actual cost of groceries and of the salaries of a supervisor and a cook. The total cost for lodging and board is \$14 to \$15 a month.

The college has also encouraged the operation by students of cooperative boarding houses. The students rent a house, hire a cook, and divide up the rest of the work among themselves. The average expense for room and board in these houses is about \$16 a month.

AGRICULTURAL AND MECHANICAL COLLEGE OF TEXAS.

The cooperative housing project at the Agricultural and Mechanical College of Texas was instituted so that students might be saved the expense of buying food at the college by bringing it from home. Approximately 700 students at the college live in cooperatives, from 6 to 20 in a house. These students come mostly from farms, and each brings a certain amount of food, such as canned vegetables, meat, and the like, to be used in the house. The college assists students desiring to set up cooperatives in securing suitable houses and the students make plans for their operation, which must be approved by the college. The cooperative groups consist of students who are residents of the same home community—usually an area not more than one county in extent—who have the means to can and preserve food and get it transported to College Station. They secure a matron from their home community to have general oversight over the house, both as regards the orderly and sanitary condition of the house and the conduct of the residents. It is estimated that the living expenses of students in the cooperatives are reduced 50 percent. They are usually able to make the remainder of their expenses through regular part-time employment.

PRIVately CONTROLLED INSTITUTIONS

While cooperative living as a common measure of reducing student expenses has reached its present development as a result of the years of financial stringency, the idea is not new, although there is much that is new in the ways in which it has been undertaken. Furthermore, the idea did not originate at State-controlled institutions. Smith College, Northampton, Mass., has had cooperative houses for its self-help students since the academic year 1912-13. In that year two houses furnished inexpensive living quarters to students who assisted in the housework. These houses are still in operation. In the former, which accommodates 16 students above freshman year, the total annual expense runs to about \$200; in the latter, which accommodates 62 students, it is about \$300, instead of the usual \$500. Since the depression started several additional cooperative and self-help houses have been opened at Smith. In the self-help house a student may pay from \$75 to \$100 a year for her room and earn her board by working approximately 21 hours a week in one of the other campus houses.

A number of other privately controlled colleges and universities reported that they had organized cooperative housing units during the depression. A few of these are mentioned briefly below.

Claremont Colleges, Claremont, Calif., operates a cooperative residence for graduate students in which the cost of room and board

averages about \$16 a month, with each occupant devoting approximately 1 hour a day to the work of the house.

At *Vassar College, Poughkeepsie, N. Y.*, two dormitories accommodating 124 students are run on the cooperative plan. Places in the dormitories are awarded on the basis of financial need, academic standing, and ability to take part constructively in group living. The plan was devised to supplement scholarships, and preference is given to scholarship students.

At *Denison University, Granville, Ohio*, there are two cooperative houses for girls, which have been highly successful. According to the college, "Some of the finest girls in Denison have lived in cooperative houses during their entire college course and at the same time have been able to become outstanding leaders in campus activities besides making good scholastic records." The college provides a house mother for each cooperative. The girls do their own meal planning, buying, cooking, serving, and housekeeping. Each house elects a treasurer from among their group, and at the end of each month she adds up the costs and divides the total equally among the girls in the house. The cost for each girl is approximately \$3 a week. The college allows a small number of boys to live cooperatively in the basketball building and in a former barn, at no other cost than keeping the buildings in order.

Connecticut College, New London, Conn., maintains a cooperative house where 19 students under the supervision of a faculty member plan their meals, do the buying, preparing and serving them, and keep the house in order. The group is able to save from \$300 to \$350 on annual living expenses.

Wilmington College, Wilmington, Ohio, maintains a dormitory for girls where each girl brings her own supplies from home and prepares her own food. The girls arrange their work in shifts so that from four to six have access to the kitchens at the same time. The cost of room rent in this dormitory is \$2 a week, plus 50 cents a semester for gas and electricity.

Bishop College (for Negroes), Marshall, Tex., has gone a step farther in socialized living than most colleges. It has a so-called housekeeping department which provides accommodations for about 60 young women who live together in voluntarily formed groups of 6, doing their own laundry, cooking and serving their own meals, and taking care of their own rooms, much in the same manner they would do in a well-regulated home. The idea underlying this plan is that living together in small groups and sharing the work in a fashion similar to family life in a comfortable and attractive home, affords unusual opportunities for education in the art of living, which the institution regards as one of its chief services.

The housekeeping department is equipped with laundry facilities, a special kitchen containing ranges, cooking utensils, sinks, tables, and lockers; a special pantry, with lockers for the supplies of each group, and refrigeration service; a special dining hall equipped with family size tables, linen, table ware, etc., a fully equipped sewing room; and a store room containing an automatic refrigerating system, where cold-storage service and groceries are available for the use of the students.

The housekeeping department was begun in 1930 as an experiment and operated under controlled conditions. It was announced by the college as its first step toward a new dormitory policy which it hopes to adopt eventually for all men as well as women students and for the unmarried members of the faculty. For admission to the department, at present, good scholarship, industry, cooperativeness, resourcefulness, and punctuality are required.

The college is pleased with the results of the experiment, which has shown that economy, health, effective cooperation, training in home-making, worthy use of leisure, and other important personal-social values are among the benefits secured. From an economic standpoint, the college feels that the department has justified itself, through reduction in the cost of living of its residents approximately 40 percent.

COOPERATIVE DINING CLUBS

Where it is not feasible to provide both rooming and boarding accommodations for cooperative living, some institutions have furnished space or facilities, or both, for groups of students to do their own cooking and serving, under supervision of the institution. Large numbers of students at some institutions are enabled in this way to reduce their living expenses. For example, 200 students at the *Kansas State College of Agriculture and Applied Science* and 260 at *Indiana University* are afforded opportunity through institutional facilities to prepare their meals cooperatively at a very low cost. At the Kansas institution each meal costs less than 15 cents, and the cooperating students perform only approximately 12 hours of work a week.

COOPERATIVE HOUSING PROJECTS DEVISED BY STUDENTS

Necessity led to some unique ways being devised by the students themselves for cooperative living during the depression. Small groups of them "bached" together in unused barns, garages, abandoned railroad cars, and other odd quarters, cooking their own meals, and looking after their own household work. Others, encouraged and aided by the institutions, set up cooperative living quarters on a larger scale. With and without the assistance of the institutions, they also organized and operated cooperative dining clubs. Some of these clubs are

composed of a few students acting entirely through their own initiative. Others are large undertakings in which many students participate and in which they are sometimes, but not always, aided by the institution, which may furnish the space, equip kitchens, or prepare suggested menus of food which are at the same time inexpensive but healthful, or give other help.

One large student undertaking of this kind is at the *Michigan State College of Agriculture and Applied Science*. Here men students operate a boarding club accommodating approximately 250 students. With the exception of one man and his wife all of the work is done by students, who select their own officers and run the business themselves. According to the college "this boarding club has a regulatory effect on East Lansing food prices, and has been considered a good venture for the past 4 years." Another large meal club is operated by a single student at the *Kansas State College of Agriculture and Applied Science*. Approximately 300 students participate in the cooking and serving of meals.

Altogether 24 State colleges and universities and 10 State teachers' colleges reported cooperative housing units established by the institution, and 11 State universities and 10 State teachers' colleges reported cooperative units set up by their students. At some institutions both the administration and the students have organized such units. At others the cooperatives have been organized by alumni or alumnae, by the "Y," or by fraternities and clubs. Thirty-two privately supported colleges, two medical schools, and nine junior colleges reported that provision was made for cooperative living quarters for their students. Some institutions reported that they anticipated enlarging their cooperative housing accommodations and other institutions, not now providing such accommodations, expect to install them. It appears that the provision of this mode of living has become a permanent policy at institutions of higher education.

Permanence and growth of the cooperative movement in colleges indeed are almost inevitable. They depend, of course, upon the students themselves—and all reports indicate an increasing demand by students for accommodations for cooperative living and an increasing number of student-cooperative enterprises. As early as December 1935, a central body was formed to coordinate the interests of the college cooperative groups throughout the country. This body, the National Committee on Student Cooperatives, is a branch of the Cooperative League, which in turn is a member of the International Cooperative Alliance. Student cooperatives are therefore part of a widespread economic movement which is rapidly gaining ground both in the United States and other countries of the world.

OTHER MEANS TO REDUCE THE COST OF STUDENT LIVING PROVIDED BY THE INSTITUTIONS

Two universities, *Stanford* and *Ohio State*, have established cooperative buying associations for the various fraternity and sorority groups on their campuses, through which a large saving in living costs for these organizations has been effected. The Ohio State University furnished the material for the following account of the way in which the association at that institution was set up and the results of its operation.

Studies made at Ohio State University in 1930 revealed that the 82 fraternities and sororities at the university housed and served meals to approximately 3,000 students; and that the food and other necessities for these organizations were being purchased at exorbitant prices by busy students unskilled in buying, resulting in high cost of living to the members or a deficit for the organizations.

In order to protect these groups from unfair sales practices, the fraternity advisors council, with the aid of the fraternity presidents council and the approval of the office of the dean of men, set up a central buying organization for them. The organization was incorporated as the Fraternity Managers Association under the laws of Ohio, and its constitution provided for control by a board of directors composed of six fraternity advisors and five fraternity treasurers. After attempts over a period of years to put the association into operation, in January 1936, the incorporators reorganized it and turned the management over to the fraternity auditor, whose office handled other fraternity financial matters. Provision was made for the hiring of any additional help necessary. An advance monthly deposit, to establish and operate the organization, was required of each fraternity and sorority as it became a member.

Forty-eight fraternities and five sororities had joined the association by December 31, 1937. The volume of business for the year amounted to \$159,882.51, all handled on a cash basis. The member organizations were not permitted to incur any new debts, and with the savings realized, were able to begin a system of paying off any old bills still standing. The individual members of the association showed savings of from \$15 to \$140 a month for the year; the average being \$52.65 a month on food alone. On other items, such as coal, furniture, etc., the savings ranged from 20 to 50 percent.

This central buying organization has proved of great benefit to its members. It has protected them from unscrupulous trade practices; it has eliminated unskilled student purchasing, thereby affording the officers more time to devote to their fraternities and to their school work; it has purchased quality merchandise at the lowest possible price; and it has enabled its members to begin buying futures on mer-

chandise to protect themselves against increases in the market. As a result of the savings it has made possible, the costs to individual members of the fraternities and sororities are materially less than they would otherwise be, and the member organizations are stabilizing their finances on a cash basis.

The *University of Pennsylvania* during the past few years has reduced all room rents in all its dormitories and has set aside special dormitories for financially needy students, where they may secure their rooms at an extremely low rental. The financial needs of the students are determined and they are placed in the dormitories accordingly.

Cornell University has set aside 28 scholarship rooms for upperclass-women, who, in general, are working for board and who have proved themselves dependable and worthy as well as in need of financial help. These rooms are provided at one-half the regular price of rooms.

At *Princeton University*, undergraduate dormitory rooms are divided into eight price groups. The student makes application for a room in the price group he feels he is financially able to afford.

Beloit College, Beloit, Wis., has had during the past 5 years a self-help board plan and a self-help room plan. Through the self-help board plan the price per week is \$2 less than the regular board plan. Fifty cents of this amount is given in services; the remainder is taken care of by the use of different grades of food served in a separate dining room. The college finds this plan to work very satisfactorily, and has 70 students in this dining room. For the privilege of self-help room reduction, about \$1 a week, a student is required to give 50 hours of work a semester. The rooms are in the regular dormitories, and the student may take whatever type of room he desires except a suite.

A good many colleges and universities, particularly the State-supported institutions, allow students to bring farm and dairy supplies and exchange them for tuition and other costs.

Two institutions, one a State and one a privately controlled college, during the depression allowed certain services rendered to the college by the parents to apply on their children's accounts. The *Alabama College* arranged with the father of one young woman to give him enough printing to defray her expenses. With another it arranged to have him tune the college pianos for his daughter's tuition. In another case the mother of a student who was employed in a wholesale coffee house secured from her employer an arrangement by which in exchange for introducing the coffee to the college for use in the dining rooms a certain commission would go to her daughter's fees at the *Alabama College*.

Iberia Junior College, Iberia, Mo., gave carpentry work to the father of two students to be applied on their tuition at the college.

Alabama College also arranged to have girls who lived within a radius of about 40 miles of Montevallo who wanted to go to college but could not afford to pay for room and board, to come to the college and return home daily in groups of 5 or 6, in cars driven by students. One car in a vicinity picked up all the girls wanting to come to college. The other students paid a small fee or took turns driving their cars to college. At one time 5 routes were established, bringing from 30 to 36 girls to the institution. The college figures that the cost of food to the family is about as much whether the girl eats at school or at home, so by remaining at home and driving to school she saves her board bill, which it estimates to be approximately two-thirds of the cost of her college education. The college provides a place in the dormitory where these girls may eat their lunch and relax over the noon hour.

Emory University, Emory University, Ga., contracts with a laundry to allow a 40 percent discount from the usual prices for students' laundry. The university has also established a shoe-repair shop and a barber shop on the campus, where these services may be obtained at a minimum cost.

Bethune-Cookman College (for Negroes), Daytona Beach, Fla., has likewise installed a barber shop and has placed a needy student in charge. It has also set up a hair-dressing shop for young women.

AID THROUGH SUGGESTIONS AND ADVICE

One method used by some institutions to aid students who must keep down college expenses is the offering of helpful suggestions and advice by means of publications, lectures, or courses. Sometimes the advice is given for the benefit of students before they enter college, as at *Mills College, California*, which issues a self-help pamphlet in which girls planning to come to the college are advised to perfect themselves in some skill, such as shorthand or typing, the use of other office machines, the operation of a switchboard, or swimming (for possible opportunity to serve in life-guard or swimming-pool duty).

Capital University, Columbus, Ohio, sends out various items of literature to prospective college students in high school making similar suggestions.

Radcliffe College, Cambridge, Mass., gives every fall a course to train students in the details of formal waitress work, for which it charges a fee of 25 cents. It offers also, in cooperation with the department of physical education, a course of 10 lessons in general camp counselorship, to help students who want to do camp work in the summer. The fee for this course is about \$2. It gives a 6-weeks course in shorthand and typing every summer for the benefit of its students and alumna.

The *University of Chicago* has published two pamphlets, one entitled "Student Guide for Household Service Positions," the other "Student

Guide for Supervision of Children", for the benefit of women students. The first is designed to aid students interested in waiting on table and assisting with the preparation of meals in private homes. It was prepared from material furnished by a member of the home economics department. The second pamphlet gives general directions for story telling and contains short stories and poems to read to children. Material for it was furnished by the kindergarten-primary department. The university furnishes further aid in the nature of lectures, offered by the home economics department, on table service, for the benefit of women students who wish to prepare for this work.

A somewhat similar service is rendered to the students at several other institutions.

Ohio State University has made special effort to encourage house-holders in the vicinity of the university to employ women students for light housework and part-time maid service, in exchange for room and board. For the guidance of the students and of the persons employing them in these capacities, the office of the dean of women has prepared a memorandum, setting forth the nature of the service students might be expected to perform, the number of hours a week they could be expected to work, the minimum remuneration to be paid, and regulations governing the absence of students from their places of residence. (The latter is the same for all university students.)

Effort is likewise made at the *University of California* to place all women students who wish to work in private homes in return for room and board and, through the office of the dean of women and the bureau of occupations, has drawn up suggestions and regulations governing this type of employment. For students at the university who try to live inexpensively in apartments and housekeeping rooms near the university, the infirmary has made up a list of foods required for an adequate diet, on as low a cost scale as it believes practicable.

FINANCIAL PLANS TO AID STUDENTS

Mills College, Mills College, Calif., is the only institution reporting a so-called employment assurance aid, which is a remission of the whole or part of the cost of tuition, board, or room, in exchange for service to the college, and is an assurance by the college of regular employment by means of which the student may reasonably expect to earn a fixed amount, previously agreed upon by the college and the student. The amount of financial aid which a student may receive is primarily in proportion to her need, scholarship record, and satisfactory character. The rate of pay is 50 cents an hour, and the maximum service recommended is 16 hours a week for 32 weeks.

Bennington College, Bennington, Vt., has a financial plan different from that usually found in colleges. The plan, which has been in

effect since the opening of the college in 1932, provides for determination of the charge for tuition by the actual cost of instruction. Under this plan, girls who can afford to do so pay the full cost of their instruction; for those who cannot afford to do so, funds are available for reducing the tuition charges in varying amounts, dependent in part upon the student's financial status as shown by a confidential statement furnished by parent or guardian. During the first 4 years of the college, the institution reported that reductions in tuition fees were made in amounts ranging from \$100 to \$1,000 (the latter the full tuition cost), to approximately 40 percent of the student body.

A similar plan under the title of "adjusted tuition" has been in effect at *Sarah Lawrence College, Bronxville, N. Y.*, since its opening in 1927. The girls eligible for adjusted tuition are selected on the basis of scholarship ability, financial need, and especially the ability to profit by the educational methods in use at the college. The actual cost at Sarah Lawrence College is about \$1,000 a year, and adjusted tuition has been made from that amount down to \$100 a year. In recent years, the college reports, from 8 to 14 percent of the student body has been benefited by this plan.

REWARD FOR SCHOLARSHIP

Colgate University, Hamilton, N. Y., has a scholarship system which rewards the needy student according to the number of quality points he makes. Under this system about 15 students from each class can approximately clear their entire tuition of \$400 a year. From this amount the rewards are graded from \$300 to \$100, dependent upon scholarship.

In order to check up on the student's financial condition, and thus be saved from the necessity of giving scholarship aid to students who may claim to be in need, but who are really in a financially satisfactory condition, the college also obtains a retail credit report on every student who claims to be financially embarrassed. The college has found this rating by an independent commercial concern very valuable.

Students at some institutions have been able to profit by measures taken for the reward of scholarship whether or not they are in need. Since 1929, *Stevens Institute of Technology, Hoboken, N. J.*, has had an endowment participation certificate plan, which offers opportunity for students to earn from \$25 to \$100 a year, to be applied on their tuition bills, by maintaining high scholarship in connection with their extracurricular activities. About one-quarter of the student body profits by this plan.

In 1936 the governing board of the State teachers colleges of Wisconsin passed a resolution not to require the State fee of \$15 from all those students who graduated first, second, or third from the top in their high-school classes, and as many as applied were taken under

the provision. Another resolution also provided for a waiver of this fee for 8 percent of the entering class who were needy and at the same time good students.

IV. SELF-HELP COLLEGES

The employment of student labor as a means of making education available to indigent students was practiced in the South to a considerable degree three-quarters of a century ago. The idea originated with the desire to find a means of affording educational opportunities to the underprivileged people of the mountains and other remote rural districts in the South. Many so-called labor academies and colleges whose founders were actuated by this incentive were established at that time. Some of these institutions had a brief existence; others gradually gave up the labor element of their work and reverted to the purely cultural type of institution. A number of colleges operating on the student-labor plan have come into existence in more recent years. At present there are about a score of such colleges. One, a junior college having its origin as an academy in 1779, adopted the self-help plan for all students as recently as 1935.

In order to reduce costs and to give work to their students, these institutions aim to be as nearly self-sustaining as possible. They are located for the most part in the open country, where they may carry on with student labor farming, dairying, orcharding, and other activities requiring the possession of rather extensive properties. They supply their dining tables with produce from their own farms, make lumber from their own forests to erect and sometimes furnish their buildings, and conduct most of the maintenance work of the institution through student labor. To further increase work opportunities, most of them have set up one or more industries on their campuses.

The self-help colleges, although not usually under the control of religious denominations, are strongly Christian in intent and influence. The motive for their existence is a missionary one. Religious observance through compulsory attendance at chapel; prohibition against smoking, drinking, intercollegiate athletics, and secret societies; and the maintenance of simplicity in dress are not uncommon regulations at these colleges. They emphasize the dignity of labor and its influence in the building of character. As objectives in education they include three elements as fundamental in the development of the individual—training for the heart, for the head, and for the hand. Underlying these general objectives, the individual college usually has a specific purpose in its labor provision. At *Berea College* the primary purpose is self-support; at the *Seventh Day Adventist* colleges it is to train workers for the Church's missionary field; at *Hampton* and *Tuskegee* it is to intensify vocational education.

In the following accounts attempt is made to describe briefly the labor programs of some of the outstanding self-help colleges and to show the philosophies around which their programs have been developed.

BEREA COLLEGE

Berea College, the only one of the early self-help colleges to survive in principle as well as in fact, was founded in 1855. Under the constitution of the college, adopted in 1859, its object was "to furnish the opportunity for a thorough education to all persons of good moral character at the least possible expense. To secure this end all possible facilities and inducements for manual labor shall be offered to its students." Throughout the course of its history the college has adhered to this objective. The provision of labor has been expanded with time and is a vital part of the institution's functioning. It has been called the backbone of the college, and her crown and glory. In recent years work has been made compulsory for every student whether he needs it as a means of self-support or not. Berea does not care to admit students who do not need to work, for its primary purpose is to provide for those who do. Each student must work a minimum of 10 hours a week, made up of 2 consecutive class periods a day. The labor assignment is made at the same time and on the same schedule as the academic classes.

Simplicity and democracy are inculcated at Berea; the requirement that every student must work is intended as a means toward the attainment of these ends. Every effort is made to impress upon students the dignity of labor. The college does not favor inter-collegiate sports; it forbids the use of tobacco; it permits no secret societies; the girls may not wear silk dresses. The time usually wasted by college students, in the opinion of the college, can be more profitably spent in extra study and learning and doing some work that will enable the student to become a well-adjusted member of society.

The dean of labor—so far as known Berea is the only institution of higher learning in the country having a faculty member with this title and taking scholastic and administrative rank with the members of the academic faculty—is the strong guiding spirit of the labor department. His philosophies and his great interest in his task have resulted in building up the labor program to its present important position. Trained in the classics himself, and an advocate of cultural training for the masses, he nevertheless believes that there are inherent values in labor—value for the rich and the poor alike, in all schools and all localities. It is a false idea, he believes, that students should go through college on a joy ride. His philosophy is that a normal life should include three main essentials—labor, learning, and leisure.

The tendency with education has been to place too much emphasis on the learning side and not enough on labor. In the lifetime of individuals, labor plays a very important part. The major portion of the lifetime of men and women must be devoted to labor, for the earning of one's living. The student should have preparation for this labor. The proper allotment of time should be given to the different factors, not as separate phases but as a blending and continuous process, with varying degrees of emphasis placed upon each factor at a particular period in life. The best kind of education is that in which the focus is toward training for life. Education that neglects any of these factors does not make for a well-rounded life. Berea believes that it is offering a type of education that causes less of a break with normal living than does that of other colleges; that its program provides for balanced education and does not alone emphasize the cultural subjects which it teaches as a liberal arts college. Crafts are taught by doing jobs under conditions similar to those in industry. While the students may, and often do, learn these crafts primarily as a means of self-support in college, many of them follow the trades they learn as student workers even after graduation. For example, one student with a B. S. degree in agriculture, is now employed by the T. V. A. as a foreman in a woodcraft shop.

The college enrolls approximately 2,000 students, principally from the mountain territory of 8 Southern States. Many of them are of low economic status, including some from the sharecropper class. Berea affords them educational opportunities they could obtain in no other way. By assigning to students practically all of the labor required for institutional functioning, 76 percent of them are provided for. According to a student index devised by the dean of labor, students in 1933-34 did the work for the college which would have required the services of 414 full-time workers. As this work is not sufficient to provide for all who must find employment, the college has organized a number of industries to afford additional opportunities for student earning.

The college is a self-contained unit. The town of Berea, a community of about 2,000, was founded first, but the college grew up with it, and became the center of practically all its activities. As the industries are managed by the college and employ student labor only, there is no inducement for outsiders to settle there. The college owns the sources of water supply and the water works system; it maintains the necessary public utilities, including electricity, sewers, steam heating conduit to distribute heat to the principal college buildings, telephone, and a railroad spur line from the main railroad to the heat and power plant. The college also provides the town with a fire department. The college hospital has a full staff of physicians, surgeons, a dentist, and graduate nurses with the school

of nursing affiliated with the Cincinnati General Hospital. Town patients as well as students are admitted to the hospital which co-operates with town and county doctors and health officers by providing clinical facilities as well as opportunities for hospitalization.

Berea organized the fireside industries with the far-reaching purpose of encouraging the revival of such mountain household arts as weaving, knitting, basket-making, etc. These industries, therefore, not only afford a means of student earning through the making and marketing of many beautiful articles, but instruct students in these handicrafts so that they may pass their knowledge on to others upon their return to their homes. The organization of a broom industry, a weaving



Students making brooms at Berea College.

industry, and a woodcraft department followed. Finely finished furniture is built of solid woods for the college and for the trade. The maintenance department undertakes all the repairs and much of the construction work of the campus, from cutting the lumber to the complete erection of the buildings, including the work of tinning, plumbing, painting, and so on.

The institution owns and operates with student labor a campus hotel containing 71 rooms, with an annex containing 11 rooms, for the accommodation of guests; a gift shop where articles made by the students are sold; a bakery, a creamery, a cannery, and an ice plant which supply the college and outside customers; a laundry which serves the institution, the students, and patrons; a college press; and a college store. The forest preserve, the extensive farm, including all phases of agricultural activities, the blacksmith shop, and the sewing industry where the products of the looms are made up into beautiful

garments and decorative household articles, provide further opportunities for student labor.

Each industry has a skilled, salaried superintendent in charge, who is responsible for the efficient working of his department. At first the college subsidized the industries, but since 1922 they have been, on the whole, self-sustaining, the gains in the older industries counteracting the losses in the newer ones. At present all the industries combined operate on an annual net profit of from \$15,000 to \$40,000. The college plans to expand its industries as time and means permit.

Students are not assigned jobs arbitrarily but according to preference and existing vacancies. They must apply for their jobs just as



Students at work in the woodcraft shop at Berea College.

do workers in outside industries. It is, the college believes, important to know how to secure a job. Applications for admission are examined in summer, and no student is enrolled until he has secured a labor assignment. Each student, whether new or old, must know what he is going to do before entering college in the fall. He reserves his labor and his room; and if he loses one job he must look for another. There is a waiting list of applicants in every department. When a vacancy occurs the superintendent gets in touch with the students on the list. No student is required to work in a particular job unless he cares to do so. If he prefers to stay on in the same work throughout the course, and renders satisfaction, he may do so; or he may change every semester if he wishes to have a variety of work experience. But at all times he must have a job.

A student carrying the standard amount of class work which requires 4 class-hours a day may spend a maximum of 20 hours a week in labor. If he wishes to work more, he must reduce his class load. No tuition is charged; meals average approximately 12 cents each; room rent is at the rate of 65 cents a week; thus the net cost to the student is about \$150 a year. Some students earn all of this; the rest earn a portion. Pay is in the form of labor credits applied on student expenses. The wage rate is lower than for similar work in outside industries, but it corresponds to the low living costs at the college. By having a large



Fireside Industries' girls in the Labor Day Procession at Berea College.

portion of the work of the institution done by student labor it is possible to keep down the costs for all the students.

The place of importance in the college program occupied by student labor is shown in its Labor Day celebration. Labor Day in Berea is an annual event, held 2 weeks before commencement, and signifies for student labor what commencement does for academic work. On this day there is a procession in which all departments of labor at the college are represented. The students of each labor department, dressed in costumes appropriate to the particular branch of work they represent or carrying portable implements of their trades, march to the chapel, where exercises are held. Some prominent speaker makes an address on labor, and an award is made to each student who has worked for 2 or more years in any department. This certificate, signed by the superintendent of the particular industry and by the dean of labor, testifies to the student's efficiency, fidelity, and skill in the industry, and has proved a valuable asset to students seeking jobs after graduation. As a climax to the day's proceedings, contests are

held in different departments between the most proficient workers, and prizes are given to the leading contestants. These contests are exhibitions of the type of work carried on daily and are given under the same conditions as the regular work. In addition to the labor awards and prizes, an award may be secured for 4 or more years' service with a minimum of 1 year in each of four or more specified departments. This award is similarly signed by the dean of labor and the superintendents concerned. This award is called a vocational award and is given to students whose choice of labor, though not done in a single department, has been done in certain vocational fields such as art, home, industrial, agricultural, or institutional labor. The vocational award also bears testimony to the student's good character, fidelity, and skill.

As of collateral significance with the term "scholarship" used to dignify the financial aid given scholars, the dean of labor has proposed a term, "schollabor," to dignify the work of self-supporting scholars.

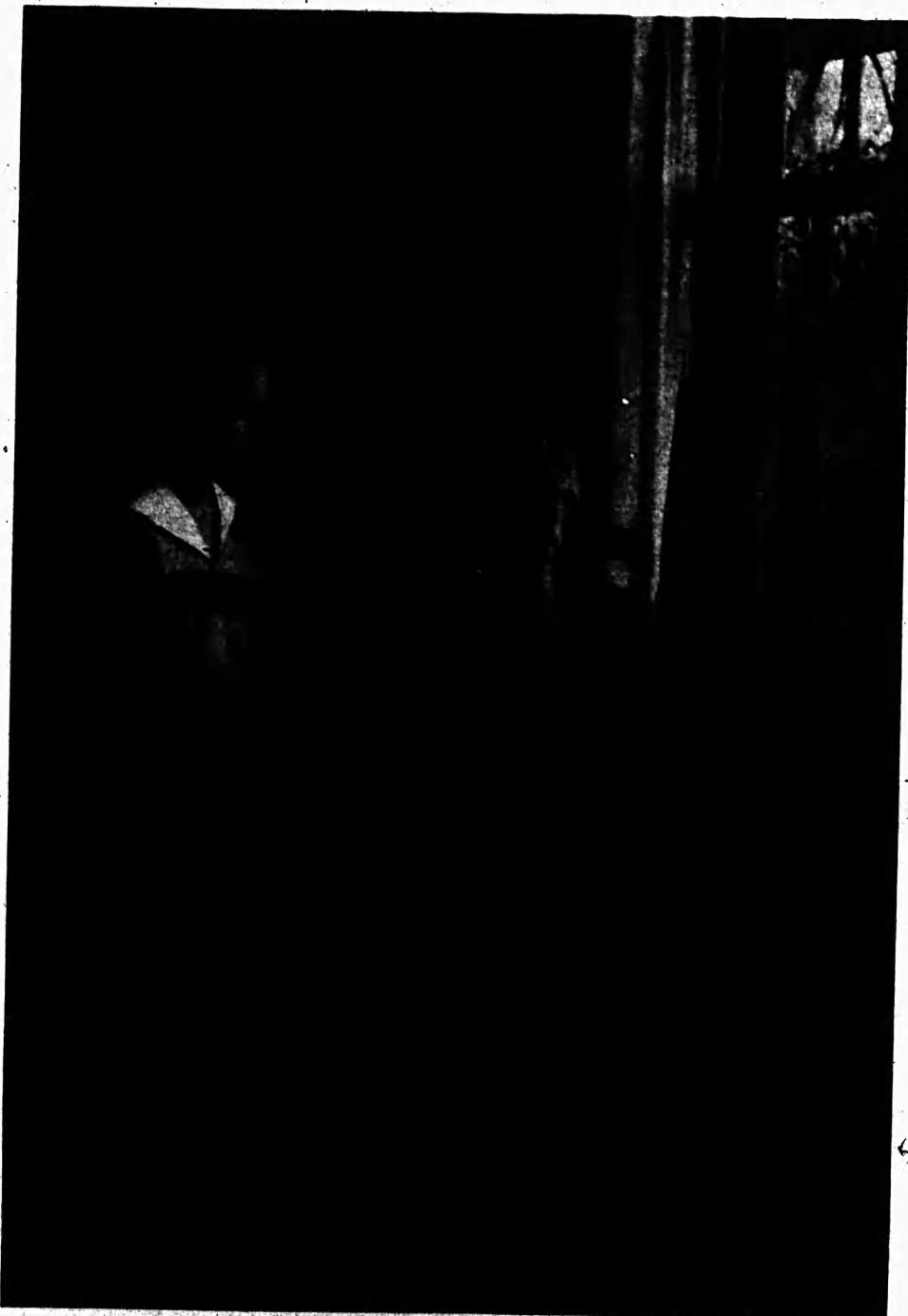
BERRY COLLEGE

Berry College, Mount Berry, Ga., is one of the late arrivals in the group of self-help colleges. It was not established until 1926, but its foundations were laid in 1902 in a log cabin industrial school for boys founded by Miss Martha Berry. The college is the last unit to be established in the Berry Schools—Mount Berry School for Boys, Martha Berry School for Girls, the Berry Model Practice School, and the college—all owe their origin and development to the missionary zeal and the vision of Miss Berry, who has throughout their existence directed their activities. The schools have grown in 35 years from a log cabin with 5 pupils to a group which have a total enrollment of 1,300 young men and women who occupy approximately 100 buildings. The joint property of the schools comprise 25,000 acres.

When Miss Berry opened her log cabin school her object was to do something to help raise the standards of living among the people of the surrounding mountain region. But with the fulfillment of some of her hopes, realized through her own generous contributions and her unceasing efforts to raise money to carry on the work, her vision has constantly broadened. Today the 1,300 students enrolled at Berry come from the country districts of 11 Southern States. The Schools will not admit students from States outside the South nor applicants from cities, nor will they admit anyone who is able to pay his or her way without the help which the schools provide through their student labor requirement. In spite of these restrictions, about 5,000 applicants are turned away from Berry each year because of lack of facilities to care for them. Only those are selected

for admission who seem to have a serious purpose in life and who show the most promise.

Both for the purpose of training students to work effectively with their hands and to provide them with a means of paying for their



Spinning flax in the Sunshine Weaving Room at Berry College.

education, the schools require every student to devote 2 days, or 16 hours, a week to some form of labor needed in the operation of the schools. From the training they receive in this work, it is hoped

that when they return to their homes they may become leaders in the community by introducing new methods of labor in their homes and on the farms.

Miss Berry's first missionary efforts were undertaken through a Sunday-school class. When the charter for the Berry Schools was framed, it included the clause: "The schools shall forever remain undenominational, except that the Bible shall be taught, the teachers shall be members of some protestant church, and the training of scholars shall be with the view to aid their moral, industrial, and educational uplifting." Throughout its 35 years of existence Berry has continued to guide its course by these principles. It is strictly Christian in character. It requires every student to attend Sunday school and church services each Sunday and to study the Bible as a part of the regular curriculum. It holds religious services twice daily.

The regulations relating to conduct are strict, but the schools have to put forth no effort to enforce them, due to the type of students who come to them—boys and girls conscious of need and anxious to get all that they can from the opportunities afforded them. The requirement that every student must work 2 days a week is absolute, and time lost by illness or other cause must be made up. If the student's work is unsatisfactory, he may be required to repeat it; if continuously unsatisfactory, he will be dropped from the schools. So far as possible the students are placed on their honor. There is apparent a fine relationship between the faculty and students—an evident desire on the part of the faculty to serve and on the part of the students to do their best to get the most out of their opportunities. Like other self-help colleges, Berry does not approve of inter-collegiate athletics, but it has well-organized social and intramural sports programs.

For economy, and in order to foster equality and democracy, the college requires uniformity in dress. The boys wear overalls, the girls chambray dresses and sunbonnets. The boys have one plain dark suit of solid color for dress occasions; the girls one blue serge dress for winter and one white dress for summer. Every detail of the girls' dress, such as color of shoes and hose, is prescribed, and the uniform articles may be purchased from the schools' store.

The total expenses for the student for a year at Berry College are approximately \$300, not including books and clothing. The work requirement of 2 days a week covers part of the tuition and is valued at approximately \$100 a year, which is applied directly to the student's account. All kinds of work receive the same credit. Overtime work, for which permission must be given, receives extra credit, or is paid for in cash. Approximately 90 percent of the students earn their entire way by working at the institution throughout the

summer vacation. Three and a half months of summer labor, together with that required during the regular school year, yields sufficient to pay the student's expenses the following year.

The labor program of the school is under the skilled supervision of an industrial manager, who on the academic side is also director of industrial arts. Supervisors, who rank as faculty members, are in charge of the separate industries. Under their direction the schools are operated entirely by student labor, through which practically everything needful for their maintenance is also produced.

In assigning jobs effort is made at first to allow for the preference of the student insofar as the needed supply of labor in the depart-



Science Hall at Berry College—A product of student labor.

ment of his choice will permit. In later years the assignment is made to accord with the industrial or professional interests which the student has developed, so that he may be prepared to use the knowledge and experience he has gained as a means of livelihood in after life, if he so desires.

Through the work required to meet their necessities, the schools furnish practical training in the following occupations: Farming, dairying, orcharding, truck gardening, landscaping, forest management, road construction, carpentry, blacksmithing, plumbing, cabinet making, brick manufacture, bricklaying, printing, laundry work, shoe repairing, automobile mechanics, general merchandizing, stenography, typewriting, office work, cooking, sewing, fireside industries, general housekeeping, millinery work, nursing, cafeteria work, dental assistant, school teaching, music, and the ministry.

The effectiveness of student labor is evident everywhere at Berry. The extensive properties of the schools, covering 25,000 acres, are

maintained in excellent order, as are the outside and inside of the buildings, most of which have been erected by students with bricks made by them of clay from the Berry soil and lumber from its own forests. There are 100 miles of excellent roadway traversing the school lands which have been constructed for the most part by the students. The forests contain 20,000 acres. In addition to use for school purposes, the erection of buildings, making repairs, the manufacture of furniture, etc., the forests are being developed through replantings for the sale of lumber, from which the institution hopes to realize considerable revenue in the future.

Although there are no industrial departments at Berry operating on a commercial basis, it is the plan of the schools to develop several along that line. At present the product of the loom in weaving is sold, as are also surplus supplies of grain, fruit, vegetables, and canned goods, and plans are being made to market these products on a larger scale. The marketing of canned goods has already assumed a commercial aspect, and it is the hope of the schools to make commercial other industries, including the ceramic, the dairy, and the sewing industry (the latter through the sale of wearing apparel and other articles made by the students). The schools report an annual operating deficit of from \$75,000 to \$150,000, which, however, is always made up from donations received, so that no debts are carried over. They estimate that the value of student labor substituted for tuition covers but one-third of the actual costs of educating the students. By setting up some of the industries on a commercial basis the schools hope to realize a profit from them that will help to take care of some of these costs.

BLACKBURN COLLEGE

Since 1912, Blackburn College, Carlinville, Ill., has operated under a self-help plan initiated by the present president. Blackburn is a junior college. It was founded 100 years ago "to promote the general interests of education and to qualify young men for . . . the ministry." About 30 years after it was established it adopted a 4-year curriculum of arts and sciences, which it continued to offer until 1918, when it dropped the last 2 years of college work and announced itself a junior college.

Blackburn requires all students that come to its campus, with the exception of a few who live in the town of Carlinville, to work 2½ hours a day. By this means all of the work in connection with the community life of the college is performed by the students, who, in addition to this service, are charged only \$225 a year for tuition, room, and board. The college employs no other help, not even in managerial positions, with the one exception of a building superintendent to

direct the building program. Student labor is integrated with the educational program. The young women cook and serve all meals in cooperation with the home economics department; the young men work the farm in connection with their study in agriculture. No reduction in the amount of academic work is made for the time spent in labor. In addition to the 2½ hours a day, each student is required to work 3 days in each semester.

An unusual phase of the Blackburn plan is student management. The students not only do all the work but they manage and direct it as well, and responsibility for the efficient operation of the entire college plant rests upon them. They "plan... do the buying, direct all enterprises, and do practically all that is done at the institution except the teaching itself."

A student work committee, composed of four students, two boys and two girls, chosen by the college administration, by and with the advice of the work-plan committee of the faculty, acts as officers of the college in managing and supervising the work. The manual labor of every student is graded each day by the department supervisor under whom he is working. Unsatisfactory work is considered sufficient cause for dismissal from the self-help plan. Promptness in reporting for duty is required, and failure to do so subjects the offender to a heavy fine. Overtime work is not permitted except in special cases, and in granting it account is taken of the scholastic standing of the applicant, his financial need, and the quality of his manual work. Students desiring to work in the town, in addition to their required work at the college, must secure permission from the faculty to do so.

PARK COLLEGE

One of the aims of Park College, Parkville, Mo., as stated in its charter granted in 1879, was "to give especially facilities to youth found worthy and not having sufficient means, who may be inured to hardship, acquainted and in sympathy with the people among whom they are to live and labor, to obtain an education by labor or otherwise." Ever since the adoption of the charter an industrial plan has been in operation at the college. All students (with one or two exceptions) work 15 hours a week, thus carrying on all the necessary operations of the institution without the addition of other help, except of superintendents in charge of certain departments. They are paid at the rate of 25 cents an hour, which is credited on the students' accounts. In addition to the financial consideration represented by this service, the total costs a year at the institution, including tuition, room, board, and all special fees, are \$300. A few students work 21 hours a week, where such service is especially needed, and thereby reduce their expenses still further. Other students who have been

in residence at least 1 academic year and whose work has been satisfactory are employed at the college during the summer, for which they are allowed \$120 on their school expenses.

LINCOLN MÉMORIAL UNIVERSITY

At Lincoln Memorial University, Harrogate, Tenn., self-help, as a general rule, is "given only to those students ranking in the middle or upper third of their classes who can show evidence of actual need and who receive the highest endorsement from school officials and other responsible persons." So far as possible the college employs students in the work required to carry on the institution. Its property comprises 3,200 acres, 700 of which are given over to farming projects. Young men students are employed to work on the farm on a 6-day basis, 6 half-days of labor and 6 half-days of classroom work. They are employed also in the operation of the dairy, in the nursery, in caring for the buildings and grounds, in the woodworking shop, plumbing, carpentering, garage, electrical shop, print shop, as janitors, etc. The girls do all the work such as sweeping and cleaning in the girls' halls, work in the kitchen and dining halls, and in the laundry.

In addition to services in connection with the school, opportunities for student employment are open to women in the arts and crafts division, an enterprise designed to preserve and perpetuate the fireside industries, as well as to afford a source of employment. The articles produced by the students are sold in a gift shop maintained on the campus.

Students are assigned jobs according to individual need, scholastic standing, worthiness, and the amount of academic work carried. Remuneration is usually at the rate of 20 cents an hour. Tuition and living expenses at the institution are very moderate, \$315 covering the entire amount except for books and special fees.

TEXTILE INDUSTRIAL INSTITUTE

The Textile Industrial Institute, a church-controlled junior college, located in Spartanburg, S. C., has a program of work which gives part-time employment to its whole student body. Young men are allowed sufficient work to earn a minimum of \$199 a year; young women may earn as much as \$130 a year. The total cost of attendance at the institute, including room and board, is \$256 a year. The work includes both on-campus and off-campus jobs. On the campus, practically all the work needed to carry on the institution, including construction of pavements, buildings, etc., is performed by students under supervision. Off the campus employment is provided through cooperation with the textile mills and other industrial and commercial organizations in the locality. In these cooperative jobs, two students alternate, each

spending 2 weeks in the work in the industries and 2 weeks in study. Fifteen cotton mills use at least one or more pairs of students from the Textile Industrial Institute.

SEVENTH DAY ADVENTIST COLLEGES

All of the colleges under the control of the Seventh Day Adventist denomination conduct extensive work programs for their students. The tradition of student labor has inhered in the denomination from the beginning. There were, and are, reasons for this.

After the church was organized in 1863, there was need to prepare workers for the church activities, especially for the missionary field. The first institution established by the body, in 1874, was "in behalf of the cause at large." Moral and religious values in education were made prominent. The leaders in the movement wanted to avoid the dangers of the system of education of the day. They wanted their young people "to be taught with more thoroughness and less of the artificial and showy." They laid stress on the usefulness of education and on its practical application to life and to the work of the church. The stated aims of the colleges as they came into existence usually embodied the idea of the dignity of labor and of its importance as a factor in the development of intellectual, moral, and physical powers. That they still hold to their original objectives is evidenced by the statements in their catalogs and by a statement and petition from the general conference committee of the church addressed to the North Central Association of Colleges and Secondary Schools in 1932:

We hold before every boy and girl that enters our schools from the elementary grades to the college the objective of participating in our world-wide program. . . . Prominent among our objectives . . . are three of outstanding importance: (1) to develop sterling character in our youth; (2) to equip them with an intellectual training and with practical skills in the trades and professions that will make them intelligent, self-reliant, and efficient workers as we send them forth into all the world; (3) . . . so to mold the ideals and vision of our youth that they may become potent factors in the accomplishment of our church program.

There are not, and never have been, any organized athletics in the Seventh Day Adventist colleges. The students participate, of course, in outdoor sports on the campus, but, in general, it is felt that for the building up of health and character, upon which the denomination lays much stress, the exercise of body and mind required in the performance of useful labor is a desirable substitute for the usual college sports. Practically all of the domestic and other campus work is done by the students. A minimum of 10 hours of labor a week is required of every student. Drinking and smoking are forbidden. It is usual for the colleges to locate in rural communities, both for the spiritual benefits thought to be derived from life in the country and for

the removal of their students from the distractions of the city, so that they may carry on their work more effectively.

The Seventh Day Adventist Church is one of the newer and smaller denominations. It has never possessed large financial means. Its colleges, which enroll several hundred students, have no endowments. They have practically no funds with which to establish scholarships to aid their students, the greater number of whom could not attend college without financial assistance, either outright or in the form of labor. Certain industrial work was therefore introduced into the colleges for the purpose of providing means through which their self-supporting students might earn their expenses. All of the colleges of the Seventh Day Adventist denomination have established industries on their campuses, and the operation of these enterprises has been so successful that they now represent the main source of upkeep for the colleges, one of which reported that 78 percent of its revenue is derived from its campus industries. The money earned in the industries constitutes a sort of revolving fund; the students receive pay for their work, return it to the college in the form of fees, and the college again uses it to further the employment program.

More than 50 percent of student charges in the Seventh Day Adventist colleges is paid for in labor. The institutions report increasing numbers of self-supporting students applying for admission. This leads to the necessity of providing additional employment. As circumstances permit, therefore, the colleges enlarge their industries or establish new ones. Some students earn a portion of their expenses, some all, and others earn not only enough to pay their expenses but have a small cash surplus at the end of their course.

The main lines of industry conducted by the colleges are: Agricultural—dairy, farm, fruit, garden, and poultry; mechanical—book-binding, broom-making, garage work, painting, printing, and woodworking; and miscellaneous—bakery, dehydrator, laundry, nut shelling, store, tailoring, etc.

Printing and woodworking are carried on in practically all of the schools. Printing is the largest industry and yields more income to students and colleges alike. Over a 5-year period, 1930 to 1935, the total operating gains for printing for the six senior colleges were \$94,349, which represented 40 cents on each dollar of student labor employed. Some industries, notably woodworking, operate at a loss. During the 5-year period while the printing industry showed large profits, the woodworking industry, the second in size, showed a loss of 65 cents on each dollar of student labor.

The industries are supervised by experienced persons, and some of them employ skilled help in addition to student labor. This is especially true of the printing departments.

The programs of one of the six senior colleges and one of the four junior colleges of the denomination are described below. The programs of these colleges are typical of the group of Seventh Day Adventist colleges and are selected for description merely because of the opportunity had by one of the authors to visit the schools and see the work they carry on.

WASHINGTON MISSIONARY COLLEGE

The main industries carried on at Washington Missionary College, Takoma Park, D. C., are printing and woodworking. Six printing presses run night and day. All of the printing work of the college is done on the presses, besides a large amount of commercial printing. Most of the commercial printing done is for 1 publishing company, which publishes 4 or 5 magazines, some of which have a circulation of more than 100,000; but job work is also done for firms and individuals in the city of Washington. The college has recently completed the erection of a new building to house this activity, but so rapidly is the work expanding that the college authorities say the building was outgrown before it was finished. About 50 students are at the present time working their way through college in the printing department. They enter upon the printing industry as apprentices and are required to work 8 hours a day. They may also put in additional time, but are not allowed to do any classwork during their apprenticeship. The amount of academic work a student carries depends upon the amount of time which his economic status requires to be spent in printing or other industry. In the printing industry the student may make his expenses the first year; the second he may earn something additional.

The woodworking industry at the college is a large department and operates on a commercial basis. Its products are sold mainly to the large department stores in the city of Washington, but also to jobbers and individuals. A salesman solicits orders in Washington, Baltimore, and other nearby places. There is a wholesale representative in New York. The students also aid in the sales, through house-to-house canvass, usually during the summer vacation. Through sales and work in the shops they sometimes earn as much as \$150 in vacation time, for their expenses for the next school year. The products consist of such articles as ironing boards of various sorts and sizes, step ladders, Gibson Island chairs and settees, clothes dryers, bookcases, tables, chairs, etc. During the year March 1, 1936, to March 1, 1937, the college manufactured and sold 96,776 pieces.

The department also does woodwork for local contractors, such as making staircases, cupboards, window and door screens, enclosed porches, and other work of similar type. About 85 boys are usually employed in the woodworking department, and most of them earn all their way. Fifty percent earn all their expenses and something in

addition. The students attend classes for 4 hours in the morning and work in the shop in the afternoon. A portion of the shop is reserved as a laboratory where the boys work under instruction 6 months before they are permitted to assist on commercial jobs. A skilled director with several capable assistants are employed. The college reported a loss 1 year in this department. Ordinarily, however, both printing and woodworking operate on a paying basis.

In addition to printing and woodworking, the college also does garage work and conducts a bakery and a supply store. The bakery runs day and night and not only supplies campus needs but also sells to outside customers. Four or five wagons are required to make outside deliveries. The college also has in contemplation the establishment of a metal working shop, for which plans are now being made.

In addition to employment in these industries, self-supporting students work in the offices, the cafeteria, laundry, on the grounds, and in domestic service in the dormitories. A labor bureau is maintained, through which about 100 students, principally young women, are aided in securing outside work.

SOUTHERN JUNIOR COLLEGE

Southern Junior College, at Collegedale, Tenn., carries on a series of enterprises, including a full-fashioned silk hosiery mill, a food factory, furniture factory, broom factory, printing shop, and bookbindery. All of these enterprises are commercial as well as educational and, to avoid conflict with competing outside industries have been legally incorporated under the name Collegiate Industries, Inc. This renders them liable to the usual corporation taxes, although all of the profits derived from the enterprises are appropriated to the maintenance of the educational program of the college.

An unusual feature of the industrial program at Southern Junior College is the placing of the student workers in certain industries, notably in the hosiery mill, under a 3-year contract. The college incurs a loss during the 6-months' training required to learn the work in hosiery manufacture. Were this contract not in effect, if the students left during or soon after the period of training the loss would be irretrievable. In order to enforce the contract, the student entering upon the work as a guarantee, is charged \$50, which is returned to him if he stays and makes good. It costs several hundred dollars to learn the work in the mill and the college was driven to the contract plan because of the losses it sustained. With no previous training the students start at 24 cents an hour and continue until they can produce at this rate on a piecework basis. They are then placed on piecework and receive compensation at the commercial wage. On this basis they earn up to 60 or 70 cents an hour. This is the only Adventist college in which the contract plan is used. It is employed in Southern Junior College only in the hosiery and printing industries.

and in a few supervisory positions throughout the institution. Each industry employs one or more skilled supervisors, but the rest of the work is done by students.

The manufacture of hosiery was started 6 years ago in the basement of one of the college buildings, but the industry outgrew its quarters there. A new air-conditioned brick building has been erected to house the industry. In 1937 the mill produced 35,000 dozen pairs of women's silk hose. When the additional machinery is installed it will produce 1,000 dozen pairs of women's silk hose a week and will employ 100 students. The output is sold undyed and unfinished to a



Students at work in the hosiery mill at Southern Junior College.

hosiery processing company in a nearby town in Georgia. The college mill does the knitting only.

The outside printing done by the college press is in the nature of advertising matter, office forms, stationery, catalogs, and the like, for commercial concerns. The volume of business done amounts to \$50,000 a year, and the maximum profit in any 1 year has been around \$8,000. Fourteen students are employed on the college press.

The furniture factory is in the process of reorganization. A new manager has recently been obtained, new high-speed machines purchased, and increased production entered upon. The college finds competition in this industry keen and up-to-date methods and equipment necessary. Forty students are employed in the factory.

The broom factory employs from 18 to 20 students. Its product is sold to wholesale and retail distributors, and it is operated on an

even-paying basis. The bookbindery employs two and the food factory employs seven students.

Most of the building construction is done by the boys. For some years the college made its own bricks, employing student labor. Other sources of employment are the operation of the 900-acre farm, the cafeteria, laundry, library, offices, dormitories, etc. The college also uses students in temporary contract jobs.

The college estimates that 75 percent of its students are working the major portion of their way through school. These students are required to deposit at the time of admission \$25, which is not returned



Student work on the farm at Southern Junior College.

but is applied on school expenses. Such students are placed on a restricted-class program. Those who are on contract are given 10 percent to buy clothing and incidentals. The remainder is applied to payment of their expenses, including board, room, fees, and tuition, which amount to \$350 a year. A budget is made up by the treasurer specifically for each student. The amount of labor, in addition to the 10 hours required, which the student may perform is dependent upon his financial condition. Time for study, for recreation, and for work is considered by the treasurer and, in conference with the student, in the light of all the facts revealed, a class program is set up for him. A student carrying a full program may not do more than 20 hours of work a week. Although students in the high-school department may work in the industries, they are not permitted to do so until they are 16 years of age.

NASHVILLE AGRICULTURAL NORMAL INSTITUTE, MADISON COLLEGE, TENN.

This institution is closely allied in religious interests and in objectives to the colleges under the control of the Seventh Day Adventist Church. It was, indeed, founded by a group of teachers of that denomination, whose purpose like that of the founders of the church colleges was to afford college education to self-supporting students, with the underlying motive of training them for Christian service. The influence of the ideals and philosophies of the Seventh Day Adventists are apparent in the combined academic and labor programs of the college; in its democratic spirit; in its emphasis on the maintenance of health and on the dignity of labor; its prohibition against smoking and drinking; and in its general seriousness of purpose.

Like the Seventh Day Adventist colleges, it has no endowment. It has grown to its present place in the educational world through the labor and devotion of its faculty and students, who cooperate in the management as well as in the work of the school. The teachers receive no fixed salaries, but by cooperative sharing earn a good living. All profits of their labors are turned back into the institution for its further expansion. Together the students and the teachers do all the work of construction and maintenance of the physical plant and that created by the living needs of a community of 400 individuals. In addition they operate 27 industries, through which the college derives its support and students and teachers are enabled to carry on their academic work.

Each student of the college divides the day between work in some industrial department and his class work. The estimated total annual cost for students is \$318. Some students earn all of this, but most of them earn only a portion. No cash is given for their work, but labor credit is applied on their monthly accounts.

The industrial work is carried on along educational lines. It includes farming, dairying, gardening, orcharding, greenhouse work, viticulture, carpentry, wood and metal work, printing, plumbing and steam fitting, electrical work, weaving, sewing, cooking, and the manufacture of health foods. The health food department is one of particular interest and profit to the college. Under the name Madison Foods it manufactures health foods for the market.

The college also owns and operates the Madison Rural Sanitarium, which serves as a laboratory for nurses in training, clinical laboratory technicians, and others.

TUSKEGEE INSTITUTE AND HAMPTON INSTITUTE

Tuskegee Institute, Tuskegee, Ala., and Hampton Institute, Hampton, Va., are the leading self-help colleges for Negro students. They were established, Hampton in 1868, Tuskegee in 1881, to provide such

training as would enable Negroes to meet the conditions existing among members of their race at that time. Their object was to prepare their students for definite vocations, so that they might be equipped to earn their living. Both institutions, and especially Tuskegee, started with almost no financial means; the students themselves had no money with which to pay for an education—a combination of circumstances that made student labor essential if the institutions were to survive. Their founders proposed to have all of their students work, in order that they might learn to work intelligently and to gain a proper respect for labor. They believed also in labor as an important factor in the building of character. All through their history it has been the policy of both institutions to have the students perform most of the services needed in connection with the operation of the schools and the upkeep of their plants. For a number of decades Tuskegee was wholly the product of student and faculty labor, from the making of the bricks to the completion of its buildings. For a long time after they were established, both Tuskegee and Hampton Institutes required every student to work whether he needed to or not. Later, they abandoned the requirement, because of the diminishing opportunities for labor. In the fall of 1937 Tuskegee reinstated the requirement by defining tuition in terms of 12 hours of labor a week. All students must work for at least one-half of their tuition.

It has been the consistent policy of Tuskegee and Hampton to integrate the work of their academic and industrial departments as largely as possible. From the beginning the primary object was vocational; secondarily academic. The student's course was centered around his industrial work, which formed the basis of preparation for future service.

Both Tuskegee and Hampton now offer opportunities for a limited number of students to work for the institutions for a period of time during which they carry little or no academic work, but in which they accumulate sufficient financial credits to carry them through a year or two of schooling. At Hampton work-year students take from $4\frac{1}{2}$ to 5 years to complete a 4-year curriculum; at Tuskegee they take 5 years. This plan has been in operation at both institutions almost from their beginnings. The idea originated at Hampton, and was later incorporated in Tuskegee's program by its first principal, Booker T. Washington, who was responsible for its operation at Hampton.

At Hampton the work-year students during their first school year work from 6 to 8 hours a day and attend academic classes approximately 2 hours a day. Under this program they are able to earn enough to pay all their living expenses for the first year of 12 months and to accumulate something for the following school year. At Tuskegee, under the 5-year schedule, during the first 2 years the stu-

dent gives 24 months of continuous service to a job and attends classes at night. He is able during this period to complete the freshman year and accumulate sufficient financial credits to defray his expenses for these 2 years and also for the major portion of the remaining 3 as a full-time day-school student. During the 3 years in which he attends the regular day classes he is given an opportunity to earn through part-time employment the portion of his expenses for the 3 years not covered by the financial credits earned during the first 2. If he is then not able to earn all of his expenses, if his scholastic average is B or better, he may receive a loan. Five-year students are exceptional students. They are selected on the basis of mental and physical qualifications, preference also being given to applicants with previous experience in the line of work available. They must present convincing evidence that they have no means through which to pay for their college education and must sign a contract before they enter the institute.

Tuskegee reported that previous to the depression there were many opportunities for students to earn. Work is essential to most of its students, as they come from homes in which the average income of parents is less than \$60 a month and the average value of their home and other property under \$1,000. At present, about two-thirds, or more than 800 students, at Tuskegee are doing jobs at which they earn all or a portion of their expenses. The jobs vary from \$5 to \$30 a month. In assigning work, an effort is made to fit the job to the financial need of the student. If the student needs to carry a greater amount of work he must go to school at night.

Prior to 1936 there was no formal set-up at Tuskegee to handle labor, but in that year a labor office was established and a survey was made to ascertain the departments in which work was available and the kind of work students wanted to do. Jobs were classified and defined, and rates of pay set at from 15 to 25 cents an hour. Qualifications for the different jobs were determined and students best fitted to fill the places were assigned to them. A time ratio for classroom work and labor was set up and the classroom load of the individual was made to fit the labor load.

The institute is desirous of getting back to the attitude of its founder in regard to labor. It has already restored the requirement that every student shall work, and it is expanding every productive operation possible. All divisions of the institute do productive work and sell products and services to the school and to outside patrons as well. The money derived from sales is used to build up greater opportunities for student earning. Considerable outside work is done in auto-mechanics, shoemaking, electrical work (the institute owns its own plant), tailoring, laundry, printing, sheet-metal work, brick masonry, carpentry, and other lines. The making and sale of ice cream and

candy are enterprises recently started. Tuskegee candies are sold all over the country. A gift department for the sale of articles made by the girls has been organized, the girls receiving a percentage on the articles sold. Such work as caning chairs, upholstering, renovating mattresses, and sewing is done for the school and for outside patrons. An effort is being made to increase this type of service. The institute contemplates setting up a dressmaking shop, both to train students and to enable them to earn. The girls now make all the nurses' uniforms and the girls' uniforms required for assembly. They make all the curtains, sheets and pillowcases, tablecloths, and napkins used by the school. Another new enterprise is a haberdashery and general merchandise store recently set up and operated by students. The institute is planning to establish a factory on the campus to further increase the opportunities for work.

Through its organization to take care of off-campus work the institute has been able to make many placements. Students engaged in outside jobs earn and send their savings to the school to be invested in postal savings, to be used later to pay their expenses. A cooperative system is being developed, the students going out and working for a period and returning to the institution for a period of study. This arrangement not only affords them the opportunity to earn their way, but enables them to get valuable laboratory practice as well. In this connection, the institute is placing emphasis on training to meet the individual's need in industrial courses. Special attention, for example, is being given to training for the position of caretaker. One student has been offered the opportunity to become caretaker of a large estate and he is receiving training to fit him for the place. Another student, interested in landscape gardening, is dividing his time between work on the outside and classwork at the school. In the summer of 1936 the institute gave a special course in food and dietetics, and soon had demands for cooks, waitresses, workers in light housekeeping, child care, etc. From 50 to 55 women were placed in various sections of the country.

The course in commercial dietetics given at Tuskegee in the regular school year is operated on the interne plan. In alternate quarters the students work full time in practicing their trade. In the last 2 years of their course practice is carried on in commercial establishments away from the school.

Another phase of the cooperative system being developed is the making of contract plans with several major companies representing different industries. As an example, about 15 or 20 men, usually juniors, go to work for the Ford Motor Co. each summer. If they make good, they can obtain permanent employment with these companies. The institute expects to place from 40 to 45 young men in

hotel and railroad work during the summer. About 80 percent of Tuskegee's students come from the South, yet go into industries all over the country as a result of this organized procedure.

Some young men in the department of agriculture have projects of their own. There are two good markets in the neighborhood, one the institution itself, and the other the Veterans' Facility. The young men work their own garden plots and sell the products, or they buy baby chicks and raise them as fryers for the market. The poultry projects are usually the best. On 500 chicks the men often make a profit of from \$30 to \$50.

Outside jobs secured by the students on their own initiative include such work as hedge cutting, tending lawns, cleaning automobiles, and operating vacuum cleaners. Sometimes the students buy their own implements, such as hose, lawn mower, or vacuum cleaner, and take them around with them when they apply for jobs.

V. SIGNIFICANCE OF WORK PROJECTS AND OF COOPERATIVE LIVING ARRANGEMENTS FOR COLLEGE STUDENTS

Practices of earlier years.—During the nineteenth century, colleges and universities paid little attention to the financial difficulties of students. Most of the students came from families able to meet their college expenses. Where a student needed to be either partially or wholly self-supporting, he was expected to find work for himself. Of course, the professors were helpful in suggesting the kinds of work which the student might do, or even the places where such work might be found. But the college as such assumed little responsibility. No employment service was maintained by the college, with which students might enroll and to which employers might send information about jobs.

Students who had to support themselves had the same type of jobs 50 years ago as today. To a larger extent than now, however, the jobs were of a routine nature with a minimum of educational significance. Waiting on tables, delivering newspapers, tending furnaces, caring for livestock, etc., were the common forms of money-earning jobs. Managing boarding clubs, helping in libraries, tutoring, etc., were available to a few. There was no thought, however, that the jobs should be sought because of any other value than the money they yielded. Most of the students came from home environments where work was expected of them. They did not lack work experiences. As long, therefore, as the job provided the funds needed to keep the student in college, few questions were asked.

Recent changes.—With the increase in total college enrollments and with the concentration of large numbers of students upon a few university campuses, changes in institutional attitude have gradually taken place with respect to student work. Money earning by students can no longer be treated merely as the concern of each student. Locating jobs and assigning students to them require organization. Furthermore, the college has a stake in making possible the college attendance of financially needy students. These students often prove to be very superior in their college work and attain distinction after graduation. Hence, many colleges, and more especially universities, have organized student employment services. These are in many institutions parts of a more comprehensive student personnel service organized to help adjust the whole institutional program to the varying needs of individual students. In any case, the attitude of colleges and universities has come to be one of genuine interest in the financial problems of their students.

The Federal student-aid program.—It is not surprising, therefore, that when the recent economic depression threatened to prevent the college attendance of many worthy students, colleges vigorously sought means to help them. The college student-aid program of the Federal Emergency Relief Administration (later of the National Youth Administration) was the response of the Federal Government to the pleas of the colleges. It is significant that the program formulated for Government aid to students was a work program rather than a program of scholarship grants. Both types of aid had their advocates, but the work program was finally adopted, the most convincing argument being that money earning was already common among students and, therefore, to have needy students aided by Government grants without work would break down the already well-established practice.

The Federal student-aid program has thus given a great impetus to the policy of careful institutional planning to help financially needy students. No longer can any college (only a negligible few colleges have not participated in the Federal student-aid program) disregard the students who must earn their college expenses. The Government looks to the college to organize the work program involving Federal funds. The college, therefore, has had to give consideration to the question of suitable jobs for college students. Furthermore, the Federal officers, starting in 1934 with only the general limitation, socially desirable work, have since urged that the work, so far as possible, be also educationally significant to the student. Thus, the newly aroused interest of many colleges in the financial needs of students, plus the necessity of each college's developing a work program for students, plus the urge on the part of the Federal officials that the jobs be educationally significant, has given new meaning to the work done by college students.

Educational significance of work.—In the light of the developments both in this country and elsewhere, it is not difficult to understand the reasons why colleges are developing work projects of increasing significance. Work required by the college itself to carry on its own activities is being organized so as to assure to students more educational values. Yale's plan described on page 15 is a good illustration of this. The NYA has done much to build up this type of work. But the maintenance of factories or other projects which have only remote connection with the academic activities of the college is a less common practice. It is principally to describe these projects that this bulletin is written.

Needless to say, colleges which maintain money-earning projects will be under the same temptation to exploit students as are industrial establishments employing apprentices. It may be assumed, however, that the college has no expectation of gain from the projects. Its sole interest is in providing educationally significant work to enable students to earn.

Furthermore, in most cases, the jobs done by students are not in the nature of apprenticeship. Students are getting work experiences, contact with real life situations, and other educationally significant outcomes, but are not preparing to follow permanently the sorts of trades or occupations represented by their college employment.

The projects are not organized on a very permanent basis in many of the colleges. On the other hand, colleges such as Berea have depended for decades upon thoroughly organized money-earning enterprises. The Seventh Day Adventist colleges have from their beginning included the manufacture of saleable articles as a part of their programs. Not until the economic depression emphasized the problem, however, did colleges here and there throughout the country take up the idea of factory work projects. Whether they will persist after the depression will depend mostly upon whether the colleges believe they have educational significance as well as money-earning possibilities.

Projects of another type, those to reduce the cost of student living, have also educational significance. One university president, at whose institution an unusual cooperative housing project has been developed, said in 1937 that in his opinion the cooperative housing project was the most outstanding activity of the past 5 years in his university. He recognized that the positive effort put forth by students themselves to meet their financial situations must prove to have real significance to them. When there is added to this effort the effects of working cooperatively throughout their college course, such low-cost living arrangements cannot but appeal to college administrators. Students who have spent their college years in coopera-

tive living quarters will be better prepared for participation in cooperative endeavors later.

It seems likely, therefore, that as larger and larger proportions of youth attend colleges and universities, these institutions will take increasing interest in helping needy students finance their college years. In doing so, students will be given enriched opportunities to work on real jobs and to live cooperatively so as to reduce their expenses. These enriched opportunities may prove to be a very important part of their educational development.